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ABSTRACT

The materials in this course are designed to be taught by an instructor who speaks Yoruba as her/his first language and, in addition, has a good knowledge of English. The mimicry, manipulation, and memorization phase consists of three parallel columns: Column A lists the lexical items to be introduced, Column B gives the pronunciation of some sentences in which the items under A occur, and Column C gives the uncontracted or the unassimilated versions of the sentences appearing under B. The other phases include conversation, comprehension, communication, and greetings. Major grammatical points are covered in the following topics: (1) personal introductions -- name, nationality, and residence; (2) food; (3) profession; (4) buying and selling; (5) time; (6) weather; (7) directions; (8) travel; (9) kinship terms; and (10) bodily ailments. Extensive directions for use of the course are included throughout the text. (JK)

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Peace Corps Yoruba Course

A. Oladele Awobuluyi

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THE INSTITUTE FOR EDUCATION IN AFRICA
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

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INTRODUCTION

The theoretical basis for this experimental Yoruba Course is contained in a paper by Earl W. Stevick to be published in the proceedings of the Foreign language Conference held at Indiana University in March, 1965. The main points of this paper, as summarized by the author himself, are as follows:

(1) "Students can hear sounds and perceive structures best if they meet them first without the distraction of knowing the meanings."

(2) "Some students are -- for whatever reason -- unable to thrive for very long on practice of linguistic forms for which they do not know the meanings."

(3) "Students learn most quickly, and with least number of repetitions, when the meanings of the linguistic forms are not merely 'known', but even vivid to them as they practice. Personalization and localization of vocabulary are therefore emphasized."

(4) "Students are required to assume definite responsibilities, not merely for following instructions, but for contributing to the content and the conduct of the course. While this applies to each student in the class, experience has shown that it is also wise to have in each class one student who is responsible for reading instructions, seeing to it that the mechanical details go smoothly, and serving as a clearing house for questions, grievances, and other problems as they arise."

The materials in this course are designed to be taught by an instructor who speaks Yoruba as his first language and, in addition, has a good knowledge of English. In these materials, the letter M stands for 'Mimicry, Manipulation and Memorization'; C for 'Conversation, Comprehension and Communication': and G for Greetings.

The M- phase of most cycles consists of three parallel columns: Column A lists the lexical items to be introduced in that phase; Column B gives the pronunciation of some sentences in which the items under A occur (in this connection, it should be noted that capitalization and punctuation marks do not necessarily have any phonetic value); and Column C gives the uncontracted or the unassimilated versions of the sentences appearing under B.

As Column C shows, only a small percentage of normal Yoruba sentences ever occur without any contraction or assimilation. For this reason, instructors are urged to concentrate mostly on Columns A and B. (For more on Column C, see note on page 20.)

For the instructor's convenience, the entire course is recorded on tape.

The following orthographic conventions are adopted:

(1) Vowel Nasality: Vowel nasality in non-nasal environments is indicated by writing the letter n after the vowel. In this connection it should be pointed out that the sound usually written as "an" in Yoruba orthography is written as "ọn" in these materials.

(2) Contraction: The apostrophe (') marks, as it usually does in Yoruba orthography, the place where a letter (usually a vowel) has been dropped.

(3) Differences in Pronunciation: The plus symbol (+) stands for any low-toned vowel of the same sound quality (timbre) as the immediately preceding vowel, the duration of which, depending upon the local dialect of the speaker, runs the gamut from short to inaudible. But though often inaudible, this vowel is nevertheless always present and capable of exerting some influence on a following high tone or mid tone in the speech of some people (see notes A and C of cycle 3).

All the instructor need do about this symbol is simply to pronounce any word in which it occurs as he would in talking to another Yoruba colleague. In this connection, it probably would help him to listen to the tape first. As for the trainee, his only duty is to be able to say the word exactly as the instructor says it. In passing, it may be observed that the effect of this symbol is to make the materials in the course so flexible that different instructors, in spite of their different local dialects, can use them without having to change and adapt their pronunciations, at the risks of sounding artificial and inconsistent, and of confusing the trainees and thereby lowering their morale; which cannot be said of any course which is rigidly based on some arbitrarily or at best fortuitously chosen dialect, the codes of which may not be native to some instructors.

(4) Tones: The tone marks, ´ for high, ˋ for low, are normally placed over the letters bearing these tones. The mid tone is unmarked except in the case of the letter n where the mid tone is represented by a horizontal bar -- N̄ or n̄.

In some special instances, the tone marks ´ for high, ˋ for low, and ¯ for mid appear over an empty space. This means that there is a vowel in the place over which the tone mark appears, bearing the tone represented by the tone mark, and having the same sound quality (timbre) as the immediately preceding vowel. Thus a form fún¯ "give/gave him/her" would probably be something like fún un in some other transcription.

Greetings are without question very important in Yoruba language and culture, but in a course like this, it is just not possible to introduce more than a few of them. It is hoped therefore that the instructor will take the initiative to introduce other common greetings in addition to the ones included in these materials as the opportunity arises.

I most gratefully acknowledge the help received from the following:

Dr. Earl W. Stevick, who, in addition to providing the format for these materials, gave so generously of his time and ideas, and permitted an unlimited access to his Swahili materials.

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A. Oladele Awobuluyi

August 12, 1965

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PEACE CORPS YORUBA COURSE

CYCLE 1

Tone Drill

With books closed, let the whole class repeat the following words after you. Go through the entire cycle in this manner a number of times. Then have each trainee repeat the same words after you Each word should be repeated until you are satisfied with the trainee's pronunciation.

A

Low - Low

bullet
trade
pocket
spear
color
chain
ẹ̀ba
ọ̀bà (see map 5)
farmer
road
paint
language
word
back
bottle
storm

B

Mid - Mid

farm
oil
medicine man/doctor
hide/skin
soap
husband
pepper
fish
tree/wood
yam
egg
palm wine

C

Mid - Mid

market
river
thirty
vehicle
broom
stomach
a saw
a sore
eye glasses
position
snake
month

ẸKỌ́ 1

A

Low - Low

òkò
òwò
àkpò
ọ̀kọ̀
àwọ̀
ẹ̀wọ̀n
ẹ̀bà
ọ̀bà
àgbẹ̀
ọ̀nọ̀
ọ̀dà
èdè
ọ̀rọ̀
ẹ̀hìn
ìgò
ìjì

B

Mid - Mid

oko
ekpo
awo
awọ
ọṣẹ
ọkọ
ata
ẹja
igi
iṣu
ẹyin
ẹmu

C

Mid - Low

ọjà
odò
ọgbọ̀n
ọkọ̀
ọwọ̀
ikùn
ayùn
egbò
awò
ikpò
ejò
oṣù

CYCLE 1 (continued)

D

Mid - High

money

eye

hoe

house

head

year/festivity

guinea fowl

teeth

shrimps

hand

day

work

E

High - Mid

have a child

give birth to a child

train a child

look for them

find them

greet them

carry oil

carry yams

carry wood

ẸKỌ́ 1

D

Mid - High

owó
ojú
ọkọ́

ilé
orí
ọdún

awó
ehín
edé

ọwọ́
ọjọ́
iṣẹ́

E

High - Mid

lọ́ 'mọ
bí 'mọ
tọ́ 'mọ

wá wọn
rí wọn
kí wọn

gbé 'kpo
gbé 'ṣu
gbé 'gi

CYCLE 2

Tone Recognition

Let the trainees keep their books closed. Have them, all together at first and individually afterwards, identify the tones of the following pairs of words as either the same (S) or different (D).

A

bullet - farm
color - hide/skin
spear - bullet
ọ̀bà - king
back - back
road - child

B

gourd - boundary
boundary - farmer
gourd - eye glasses
beauty - beans
manners - beans
time - thirty

C

wisdom - thirty
thirty - wisdom
hand - money
hand - broom
day - market
head - ears

D

in the hand - have money
own a farm - give birth to a child
be good - greet them
give thanks - be good
gather wood - arrange wood
be big - peppery

ẸKỌ́ 2

A

òkò - oko (D)
àwọ̀ - awo (D)
ọ̀kọ̀ - òkò (S)

ọ̀bà - ọba (D)
ẹ̀hin - ẹ̀yìn (S)
ọ̀nọ̀ - ọmọ (D)

B

agbè - àgbè (D)
àgbè - àgbẹ̀ (S)
agbè - awò (S)

ẹwà - ẹ̀wà (D)
ìwà - ẹ̀wà (S)
ìgbà - ọgbọ̀n (D)

C

ọgbọ́n - ọgbọ̀n (D)
ọgbọ̀n - ọgbọ́n (D)
ọwọ́ - owó (S)

ọwó - ọwọ̀ (D)
ọjọ́ - ọjà (D)
orí - etí (S)

D

lọ́ 'wọ́ - ló 'wó (S)
ló 'ko - bí 'mọ (S)
dára - kí wọn (S)

dúkpẹ́ - dára (D)
kó 'gi - to 'gi (D)
tóbi - lá 'ta (S)

CYCLE 3

Variations Depending on Context

A

The trainees have already encountered the three tones and some of the tone patterns of Yoruba. In the present cycle, they will be introduced to a number of slight contextual variations which these three tones undergo.

(1) For many speakers, a high tone occurring immediately after a low tone is phonetically low-rising. This is symbolized in the words given below by placing a low tone mark and a high tone mark on two adjacent and identical vowels, e.g. àá. You should not allow yourself to be misled by this orthographic convention; for, in speaking, there is no break whatsoever between the two halves of this low-rising variant of the high tone.

Have the trainees pronounce each word after you. Have them repeat each word until they sound like you - or almost like you.

Otta - enemy

suffering - mother

drum - town/city

shoes - bàtàá (drum)

rain - ojo

time - a type of tree

the use - how much

an offering - cheating

pot - cocoa

ẹ̀bà - vicinity

B

(2) For many speakers, a low tone coming immediately after a high tone is phonetically high-falling - symbolized in this fashion: áà.

Follow the same procedure as in A.

a knot - a type of yam

until - road for vehicles

to open a house - a shilling

a field - plenty

plank - chewing stick

not at all - a type of recitation

the fact of opening - the fact of missing

a bridge - to boast, threaten

ẸKỌ́ 3

A

Low vs. Low-rising

ọ̀tà - ọ̀tàá

ìyà - ìyàá

ìlù - ìlùú

bàtà - bàtàá

òjò - òjòó

ìgbà - ìgbàá

èlȍ - èlòó

èrù - èrùú

ìkòkò - kòkòó

ẹ̀bà - ẹ̀bàá

B

High vs. High-falling

kókó - kókóò

títí - títíì

ṣí 'lé - ṣíléè

kpákpá - kpúkpç̣ọ̀

kpákó - kpákóò

rárá - ráráà

ṣíṣí - ṣíṣíì

afárá - fáráà

CYCLE 3 (continued)

C

A mid tone coming immediately after a low tone is slightly lower in pitch than a mid tone occurring in any other environment. Follow the same procedure as in A.

medicine man/doctor - dishes
husband - one
meat - a show
male - ẹ̀kọ (food)

strength - the sea
chalk - the end
a sacrifice - a fool
child - a builder

D

To be repeated after the instructor

knot - cocoa
tobacco - father
to leave - kernel

to that place - bicycle
lorry (truck) - Mapo (in Ibadan)
to boast - type of mat

E

end - leopard
you (sing.) - a hook
which? - trade

one - spear
a show - word
dishes - eye glasses

F

guinea fowl - dishes
money - which?
hoe - one

tears - end
falsehood - a show
type of container - a fool

Ẹ̀KỌ́ 3

C

Mid vs. Lower Mid (¨)

awo - àwö
ọkọ - ọ̀kọ̈n
ẹrọn - ìrọ̈n
akọ - ẹ̀kọ̈

okun - òkün
ẹfun - ẹ̀kün
ẹbọ - ọ̀bọ̈
ọmọ - ọ̀mọ̈

D

High-falling vs. Low-rising (final syllables)

kòkóò - kòkòó
tábáà - bàbàá
kúróò - èkùrọ̀ọ́

sí 'bẹ́ẹ̀ - kẹ̀kẹ̀ẹ́
mọ́tóò - mọ̀kpòó
fáráà - fàfàá

E

Lower-mid vs. Low (final syllables)

ẹ̀kün - ẹkùn
ìwọ̈ - ìwọ̀
èwö - òwò

ọ̀kön - ọ̀kọ̀
ìrọ̈n - ọ̀rọ̀
àwö - awò

F

High vs. Lower-mid (final syllables)

awó - àwö
owó - èwö
ọkọ́ - ọ̀kọ̈n

ẹkún - ẹ̀kün
irọ́ - ìrọ̈n
abọ́ - ọ̀bọ̈

CYCLE 4

Tone Recognition

A

For each of the following pairs of words read by the instructor, say whether the tones are the same (S) or different (D).

field - knot

not at all - recitation

recitation - to leave

cocoa - knot

six pence - shilling

knot - farm

end - tears

tobacco - to leave

type of yam - cocoa

father - ẹ̀bà

vicinity - town/city

plank - recitation

builder - sea

fool - king

B

Identify the final tones of the words read by the instructor as either high (H) or low (L).

hand

broom

hoe

spear

container

ẹ̀bà

year/festivity

sweetness

C

Identify the initial tone of each of the following as either low (L) or mid (M). The instructor should read one word at a time.

Ẹ̀KỌ́ 4

A

kpákpá - kókó (S)
rárá - ráráà (D)
ráráà - kúróò (S)
kòkòó - kókó (D)
sísíì - síléè (S)
kókó - oko (D)
ẹ̀kün - ẹkún (D)

tábáà - kúróò (S)
kókóò - kòkòó (D)
bàbàá - ẹ̀bà (D)
ẹ̀bàá - ìlùú (S)
kpákó - ráráà (D)
ọ̀mọ̈ - òkün (S)
ọ̀bọ̈ - ọba (D)

B

ọwọ́ (H)
ọwọ̀ (L)
ọkọ́ (H)
ọ̀kọ̀ (L)

abọ́ (H)
ẹ̀bà (L)
ọdún (H)
adùn (L)

CYCLE 4 (cont'd)

spear

vehicle

ọ̀bà

king

color

hide/skin

leopard

end

D

Identify the final tone of each of the following as either high (H) or mid (M). The instructor should read one word at a time.

here

hunger

ears

water

child

head

hand

medicine man/doctor

E

Identify the final tone of each of the following words as either high-falling (H-F) or low-rising (L-R).

tobacco

a type of yam

cocoa

father

penny

vicinity

town/city

shilling

F

Identify the tone of each of the following words.

Ẹ̀KỌ́ 4

C

ọ̀kọ̀ (L)

ọkọ̀ (M)

ọ̀bà (L)

ọba (M)

àwọ̀ (L)

awọ (M)

ẹkùn (M)

ẹ̀kùn (L)

D

ibí (H)

ebi (M)

etí (H)

omi (H)

ọmọ (M)

orí (H)

ọwọ́ (H)

awo (M)

E

tábáà (H-F)

kókóò (H-F)

kòkòó (L-R)

bàbàá (L-R)

kọ́bọ́ọ̀ (H-F)

ẹ̀bàá (L-R)

ìlùú (L-R)

ṣíléè (H-F)

CYCLE 4 (cont'd)

do

see

put

look at

look for

be in a place

they

cut

write

arrive

know

is

in

eat

*Note: In the cycles that follow, the low-rising, the high-falling, and the lower-mid tones will be differentiated from the high, the low, and the mid tones respectively, not by means of the special transcription employed in cycles 3 and 4, but simply by the environments in which they occur, as described in sections A, B, and C of cycle 3. This way it will be possible to indicate some additional aspects of pronunciation without overcrowding the page.

Ẹ̀KỌ́ 4

F

ṣe (M)

rí (H)

fi (M)

wò (L)

wá (H)

wà (L)

wọn (M)

gé (H)

kọ (M)

dé (H)

mọ̀ (L)

ni (M)

ní (H)

jẹ (M)

CYCLE 5

How to Use the M-phase

Step 1. With their books closed, let the trainees repeat each sentence after you. Have them repeat each sentence all together or individually until you are satisfied with their pronunciation.

Step 2. Give them a cue word or phrase from column A. In response, the trainees should give you the full sentence containing the cue word or phrase you have given. Correct any mistake in pronunciation. When each trainee can respond correctly to the cue words or phrases, go on to the next step.

Step 3. Tell them the meaning of each sentence and have them go through the entire phase once again as in Step 1.

M-1

A	B
Ojo:	My name is Ojo.
Mary:	" Mary.
Dada:	" Dada
John:	" John

M-2

A	B
What?	What is your name?
is:	"
your:	"
name:	"

ẸKỌ́ 5

M-1

A	B	C
Òjó:	Òjó l'orúkọ̀ọ̀ mi.	* Òjó ni orúkọ èmì.
Mèrí:	Mèrí "	* Mèrí "
Dàda:	Dàda "	* Dàda "
Jọ̀ọ́nú:	Jọ̀ọ́nú "	* Jọ̀ọ́nú "

M-2

A	B	C
kí?:	kí l orúkọ̀ọ̀ rẹ?	* kí ni orúkọ ìrẹ?
ni:	"	"
ìrẹ:	"	"
orúkọ:	"	"

CYCLE 5 (continued)

How to Use the C-phase

Ask every trainee the questions contained in this section and have him or her respond as instructed. (Such instructions, e.g. actual name, wrong name etc., are enclosed in parentheses below the line.) Correct any mistake in pronunciation. When you have gone around the class in this manner, have the trainees, two at a time, ask each other the same questions.

C-1

What is your name?

My name is ________________.
(actual name)

Instruct the trainees to each get together in his or her free time with another member of the Yoruba class and practice at least the C-phase of every cycle you have already done in class.

Note on column C

Column C contains the uncontracted or the unassimilated versions of the sentences given in column B. Under certain conditions those of these sentences which are not starred are possible alternatives to corresponding sentences under B. The other sentences (the starred ones) are probably unlikely to be said by native speakers.

Since most of the sentences under C are starred, you should concentrate on the sentences under B, and have the trainees merely be aware of the existence of some of the sentences under C.

Consult the sentences under C whenever you wish to give the literal meanings of any Yoruba sentence. Cf. note at the end of cycle 14.

Ẹ̀KỌ́ 5

C-1

kí l'orúkọọ̀ rẹ?

__________ l'orúkọọ̀ mi.

CYCLE 6

M-1

A	B
Ojo:	His/her name is Ojo.
Mary:	" " " Mary.
Dada:	" " " Dada.
John:	" " " John.

M-2

A	B
Right?	His/her name is Mary, right?
His/her:	" " " " "
Yes:	Yes, his/her name is Mary.

C-1

His/her name is ___________________________, right?
(actual name of trainee)

Yes, his/her name is ______________________.

Greeting

Learn the following greetings by heart:

G-1

How do you do?

I'm fine, thanks.

ẸKỌ́ 6

M-1

A	B	C
Òjó:	Òjó l'orúkọ rẹ̀	*Òjó ni orúkọ irẹ̀.
Mèrí:	Mèrí "	*Mèrí " "
Dàda:	Dàda "	*Dàda " "
Jọ̀ọ́nú:	Jọ̀ọ́nú "	*Jọ̀ọ́nú " "

M-2

A	B	C
Ṣé:	Ṣé Mèrí l'orúkọ rẹ̀?	*Ṣe Mèrí ni orúkọ irè?
irẹ̀:	"	"
bẹ́ẹ̀ ni:	Bẹ́ẹ̀ ni, Mèrí l' orúkọ rẹ̀.	*Bẹ́ẹ̀ ni, Mèrí ni orúkọ irẹ̀

C-1

Ṣé __________ l'orúkọ rẹ̀?

Bẹ́ẹ̀ ni, _______ l'orúkọ rẹ̀.

Èékí

G-1

Ṣé dáadáa ni?

Dáadáa ni, a kúkpẹ́ o.

CYCLE 7

M-1

not: Ojo isn't my name.

Mary "

Dada "

John "

C-1

Your name is ____________ , right?
(wrong name)

__________ isn't my name.

C-2

What is your name?

My name is ________________________ .
(actual name of trainee)

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Ẹ̀KỌ́ 7

M-1

A	B	C
kọ́:	Òjó kọ́ l'orúkọ̀ọ̀ mi.	* Òjó kọ́ ni orúkọ èmi.
	Mèrí "	* Mèrí "
	Dàda "	* Dàda "
	Jọ̀ọ́nú "	* Jọ̀ọ́nú "

C-1

Ṣé ___________ l'orúkọ̀ọ̀ rẹ?

__________ kọ́ l'orúkọ̀ọ̀ mi.

C-2

Kí l'orúkọ̀ọ̀ rẹ?

________l'orúkọ̀ọ̀ mi.

CYCLE 8

M-1

A	B
not:	Ojo isn't his/her name.
	Mary " "
	Dada " "
	John " "

C-1

His/her name is ______________ , right?
(wrong name)

____________ isn't his/her name.

C-2

What is his/her name?

His/her name is __________________.
(actual name)

ẸKỌ́ 8

M-1

A	B	C
kọ́:	Òjó kọ́ l' orúkọ rẹ̀.	*Òjó kọ́ ni orúkọ irẹ̀.
	Mèrí " "	*Mèrí " "
	Dàda " "	*Jọ̀ọ́nú" "

C-1

Ṣé l' orúkọ rẹ̀?
kọ́ l' orúkọ rẹ̀.

C-2

Kí l' orúkọ rẹ̀?
l' orúkọ rẹ̀.

[Test the trainees' ability to distinguish between the Yoruba words for 'your' and 'his/her', which differ only in tone pattern. The word for 'your' has the pattern Low-Mid, while the one for 'his/her' has the pattern Mid-Low. These are shown clearly in column C of cycles 5 and 8.]

CYCLE 9

M-1

A	B
John:	Is your name John?
Mary:	" Mary?
David:	" David?

M-2

no:	No, John isn't my name.
not:	"

C-1

Is your name ____________ ?
(wrong name)

No, ______ isn't my name.

C-2

What is your name?

My name is ________________.

Ẹ̀KỌ́ 9

M-1

A	B	C
Jọ̀ọ́nu:	Ǹjẹ́ Jọ̀ọ́nú l'orúkọọ̀ rẹ?	* Ǹjẹ́ Jọ̀ọ́nú ni orúkọ ìrẹ?
Mèrí	" Mèrí "	* " Mèrí "
Dáfíìdì:	" Dáfíìdì "	* " Dáfíìdì "

M-2

ó tì o:	Ó tì o, Jọ̀ọ́nú kọ́ l'orúkọọ̀ mi.
kọ́:	" " "

C-1

Ǹjẹ́ ____________ l'orúkọọ̀ rẹ?

Ó tì o, __________ kọ́ l'orúkọọ̀ mi.

C-2

Kí l'orúkọọ̀ rẹ?

__________ l'orúkọọ̀ mi.

CYCLE 10

C-1

I suppose ______________ is your name, right?
(any name)

That's right, my name is __________________.

No, ____________ isn't my name.

C-2

What is your name?

My name is __________________.

> After you have gone through this dialogue in the usual manner, have the trainees construct other short dialogues like this, using the two question words they have already learned, and the possessive adjectives meaning "his/her", "my", and "your". Correct any mistake in pronunciation or in usage.

ẸKỌ 10

C-1

Ṣé ____________ l'orúkọ̀ rẹ ?

Bẹ́ẹ̀ ni, ____________ l'orúkọ̀ mi.

Ó tì o, __________ kọ́ l'orúkọ̀ mi.

C-2

Kí l'orúkọ̀ rẹ ?

_________ l'orúkọ̀ mi.

CYCLE 11

M-1

A	B
Ojo:	It's Ojo
John:	" John
Mary:	" Mary
Dada:	" Dada

M-2

Who?	Who is this?
is:	" " "
this:	" " "
is?	Is this Mary?

C-1

Who is this? (point at trainee)

It's ______________.
(actual name)

C-2

Is this ______________? (point at trainee)
(actual name)

Yes, it's ________________.

Ẹ̀KỌ́ 11

M-1

A	B	C
Òjó.	Ojó ni.	(Same as B)
Jọ̀ọ́nú:	Jọ̀ọ́nú ni.	"
Mèrí	Mèrí ni.	"
Dàda:	Dàda ni.	"

M-2

ta:	Ta nì 'yí?	Ta ni èyí?
ni:	"	"
èyí	"	"
ǹjẹ́:	Ǹjẹ́ Mèrí nì 'yí?	Ǹjẹ́ Mèrí ni èyí?

C-1

Ta nì 'yí?

__________ ni.

C-2

Ǹjẹ́ _______ nì 'yí?

Bẹ́ẹ̀ ni, ________ ni.

CYCLE 12

M-1

A	B
Ojo:	It's not Ojo.
John:	" " John.
Mary:	" " Mary.
Dada:	" " Dada.

M-2

A	B
Who?	Who is that?
is:	" " "
that:	" " "
is?	Is that Mary?

C-1

Who is that?

It's _______________.
(actual name)

C-2

Is that _______________?
(wrong name)

It's not _______________.

ẸKỌ 12

M-1

A	B	C
Òjó:	Òjó kọ́.	(Same as B)
Jọ̀ọ́nú:	Jọ̀ọ́nú kọ́.	"
Mèrí:	Mèrí kọ́.	"
Dàda:	Dàda kọ́.	"

M-2

A	B	C
ta:	Ta ní 'yẹn?	Ta ni ìyẹn?
ni:	" "	" "
ìyẹn:	" "	" "
ǹjẹ́:	Ǹjẹ́ Mèrí nì 'yẹn?	Ǹjẹ́ Mèrí ni ìyẹn?

C-1

Ta nì 'yẹn?

________ ni.

C-2

Ǹjẹ́ ________ nì 'yẹn?

__________ kọ́.

CYCLE 13

M-1

A	B
Dada:	Not John, but Dada.
Ojo:	" " Ojo.
David:	" " David.
Mary:	" " Mary.

C-1

Your name is ____________, right?

That's right, my name is ___________.

No, not __________, but _____________.
(actual name)

[Repeat C-1, substituting "his/her" for "your"]

ẸKỌ́ 13

M-1

A	B	C
Dàda:	Jọ̀ọ́nú kọ́, Dàda ni.	(Same as B)
Òjó:	" , Òjó ni.	"
Dáfíldì:	" , Dáfíldì ni.	"
Mèrí:	" , Mèrí ni.	"

C-1

Ṣé __________ l'orúkọọ̀ rẹ?

Bẹ́ẹ̀ ni, __________ l'orúkọọ̀ mi.

Ó tí o, ________ kọ́, ________ ni.

CYCLE 14

M-1

A	B
	Not John, but Ojo.
Dada:	" , but Dada.
Mary:	" , but Mary.

M-2

A	B
What about?	What about that?
that:	"

C-1

This is _________, I hope?
(trainee)

Yes, it's __________.

No, not _____, but ______.

C-2

What about that?

It's ____________.

G-1 Greeting

How are the people at home?

They're all fine, thanks.

> Notice the possible English renditions of the Yoruba question word "se": "right"? in Cycle 6, "I suppose" in 10, and "I hope" in the present cycle. As a rule, most of the English and Yoruba sentences given in the book will not be literal translations of one another. You should feel free to ask the instructor for the literal meaning of any Yoruba sentence that interest you.

Ẹ̀KỌ́ 14

M-1

A	B	C
	Jọ̀ọ́nú kọ́, Òjó ni.	(Same as B)
Dàda:	" , Dàda ni.	"
Mèrí	" , Mèrí ni.	"

M-2

A	B
ńkọ́?	Ìyẹn ńkọ́?
ìyẹn:	" "

C-1

Ṣé ________ ní 'yí?

Bẹ́ẹ̀ ni, _______ ni.
Ó tì o, ________ kọ́, __________ ni.

C-2

Ìyẹn ńkọ́?

____ ni.

G-1 B̀ékí

Ilé ńkọ́?

Dáadáa ni o, a dúkpẹ́.

CYCLE 15

Bring to class some news photos of a prominent American politician and of a prominent Nigerian political figure. For about a third of the class period, ask the trainees the type of questions introduced in the preceding cycles about the persons shown in these photos. For the rest of the period, have the trainees ask one another similar questions.

CYCLE 16

M-1

A	B
looking for:	Ojo is looking for Mary.
	Ojo " " John.
	Ojo " " Dada.
	Ojo " " David.

M-2

A	B
who:	Who is Ojo looking for?
looking for:	" " "

C-1

Who is ____________ (trainee) ____________________ (look for)?

____________ (Person) is ______________ (activity) ______________.

Ẹ̀KỌ́ 16

M-1

A	B	C
ń wá:	Ojó ń wá Mèrí	(Same as B)
	" " Jọ̀ọ́nú	"
	" " Dàda.	"
	" " Dáfíìdì.	"

M-2

A	B	C
ta:	Ta l'Òjó ń wá?	Ta ni Òjó ń wá?
wá:	"	"

C-1

Ta ni ____________ ń __________?

__________ ń ____________ ______________

_______ ni ó ń _________.

CYCLE 17

M-1

A	B
Mary:	I am looking for Mary.
Oho:	" Ojo.
Dada:	" Dada.
John:	" John

M-2

A	B
who:	Who are you looking for?
you (sing.):	"
look for:	"

C-1

Who are you looking for?

I am looking for ____________ .
(trainee)

Ẹ̀KỌ́ 17

M-1

A	B	C
Mèrí	Mo ń wá Mèrí.	(Same as B)
Òjó:	" " Òjó.	"
Dàda:	" " Dàda.	"
Jọ̀ọ́nú:	" " Jọ̀ọ́nú.	"

M-2

A	B	C
ta:	Ta l'o ń wá?	Ta ni o ń wá?
o:	"	"
wá:	"	"

C-1

Ta l'o ń wá?

Mo ń wá ____________.

CYCLE 18

M-1

A	B
Ojo:	He/She is looking for Ojo.
Mary:	" Mary.
Dada:	" Dada.
John:	" John.

M-2

A	B
who:	Who is he/she looking for?
he/she:	"
look for:	"

C-1

Who is he/she looking for?

He/She is looking for ____________ .
(trainee)

Make sure the trainees are able to distinguish without hesitation between the Yoruba word meaning "you" and the one meaning "he/she". The former has a mid tone and the latter a high tone.

Ẹ̀KỌ́ 18

M-1

A	B	C
Òjó:	Ó ń wá Òjó.	(Same as B)
Mèrí	" Mèrí	"
Dàda:	" Dàda.	"
Jọ̀ọ́nú	" Jọ̀ọ́nú	"

M-2

A	B	C
ta:	Ta l'ó ń wá?	Ta ni ó ń wá?
ó:	"	"
wá:	"	"

C-1

Ta l'ó ń wá?

Ó ń wá _______.

CYCLE 19

M-1 [See Map 1]

A	B
the American:	Mary, the American.
the Nigerian	" , the Nigerian.
the Ghanaian:	" , the Ghanaian.
the Congolese:	" , the Congolese.

M-2

A	B
which?	Which Mary?

C-1

Who is he/she looking for?

He/She is looking for Mary.

C-2

Which Mary?

Mary, the ______________________________.
(any of the nationalities given above)

Ẹ̀KỌ́ 19

M-1

A	B	C
ará Amẹ́ríká:	Mèrí, ará Amẹ́ríkà	(Same as B)
aráa Nàìjìríà:	Mèrí, aráa Nàìjíríà.	"
aráa Gánà:	" , " Gánà.	"
aráa Kóńgò:	" , " Kóńgò.	"

M-2

A	B	C
èwo?	Mèrí ìwo?	* Mèrí èwo?

C-1

Ta l'ó ń wá?

Ó ń wá Mèrí.

C-2

Mèrí ìwo?

Mèrí ará ________.

CYCLE 20

M-1

A	B
an American:	Mary is an American.
a Nigerian:	" a Nigerian.
a Ghanaian:	" a Ghanaian.
a Congolese:	" a Congolese.

M-2

A	B
What:	What is Mary's nationality?

C-1

What is ____________ nationality?
(trainee's)

____________ is ________________ .
(trainee) (nationality)

Ẹ̀KỌ́ 20

M-1

A	B	C
ará Amẹ́ríkà:	Ará Amẹ́ríkà ni Mèrí.	(Same as B)
aráa Nàìjíríà:	Aráa Nàìjíríà "	"
aráa Gánà:	Aráa Gánà "	"
arǎa Kóńgò:	Aráa Kóńgò "	"

M-2

A	B	C
ará abo?	Ará abo ni Mèrí?	*Ará ibi èwo ni Mèrí?

C-1

Ará abo ni ____________________?

Ará ________________ ni __________________.

CYCLE 21

M-1

A	B
an American:	Mary isn't an American.
a Nigerian:	" a Nigerian.
a Ghanaian:	" a Ghanaian.
a Congolese:	" a Congolese.

M-2

is?:	Is Mary an American?
I suppose...right?:	I suppose Mary is an American, right?

C-1

I suppose ________ (trainee) is ________________ (wrong nationality), right?

No, ____________ isn't ______________.

C-2

What is ______________ (same trainee) nationality?

____________ is ________________.

Ẹ̀KỌ́ 21

M-1

A	B	C
ará Amẹ́ríkà:	Ará Amẹ́ríkà kọ́ ni Mèrí.	(Same as B)
aráa Nàìjíríà:	Aráa Nàìjíríà" " "	"
aráa Gánà:	Aráa Gánà " " "	"
aráa Kóńgò:	Aráa Kóńgò " " "	"

M-2

A	B	C
ǹjẹ́:	Ǹjá 'rá Amẹ́ríkà ni Mèrí?	Ǹjẹ́ ará Amẹ́ríkà ni Mèrí?
ṣé:	Ṣá 'rá Amẹ́ríkà ni Mèrí?	Ṣé ará Amẹ́ríkà ni Mèrí?

C-1

Ṣá 'rá ____________ ni ______________?

Ó tì o, ará ______________ kọ́ ni ______________.

C-2

Ará abo ni __________________?

Ará ____________ ni ______________.

> Note: Ṣé vs. Ǹjẹ́: The only difference, if any, between ṣé and ǹjẹ́ seems to lie in the fact that when an interrogator uses ṣé, he gives a statement which he invites the hearer(s) to confirm or disconfirm, his immediate interest being in this confirmation or disconfirmation, rather than in the thing, situation, state etc. about which his statement was made. When, however, he uses ǹjẹ́, his interest, it appears, is in the thing, situation, state etc. asked about.

CYCLE 22

M-1

A	B
the U.S.:	Mary is from the U.S.
Nigeria:	" Nigeria.
Ghana:	" Ghana.
Congo:	" Congo.

M-2

A	B
Where...from?	Where is Mary from?

C-1

Is ____________ from ________________________?
(anybody) (any country above)

Yes, ________________ is from ______________.

No, ________________ isn't from ______________.

C-2

Where is ________________ from?

________________ is from ______________________.

[Compare cycle 22 with cycle 20.]

Ẹ̀KỌ́ 22

M-1

A	B	C
Amẹ́ríkà:	Ará Amẹ́ríkà ni Mèrí.	(Same as B)
Nàìjíríà:	Aráa Nàìjíríà ni "	"
Gánà:	" Gánà ni "	"
Kóńgò:	" Kóńgò ni "	"

M-2

A	B	C
ará abo?	Ará abo ni Mèrí?	*Ará ibi èwo ni Mèrí?

C-1

Ǹjá 'rá ________________ ni __________________?

Bẹ́ẹ̀ ni, ará __________________ ni ________________.

Ó tì o, ará __________________ kọ́ ni _________________.

C-2

Ará abo ni ____________________?

Ará ________________ ni _____________.

CYCLE 23

M-1

A	B
Lagos:	I am from Lagos.
Laramie:	" Laramie.
Kano:	" Kano.
Chicago:	" Chicago.

M-2

A	B
what town:	What town are you from?
what country:	What country are you from?
where:	Where are you from?
you (sing):	" "

C-1

What country are you from?

I am from ________________.
(any country)

C-2

What town are your from?

I am from ____________________.
(actual home town)

Ẹ̀KỌ́ 23

M-1

A	B	C
Èkó:	*Aré +kó ni mí.	Ará Èkó ni mí.
Láràmì:	Aráa Láràmì ni mí.	(Same as B)
Kánò:	Aráa Kánò ni mí.	"
Ṣíkágò:	Aráa Ṣíkágò ni mí.	"

M-2

A	B	C
ìlú ùwo:	Ará àlú ùwo ni ẹ́?	*Ará ìlú èwo ni ẹ́?
ilẹ́ 'wo:	Ará alẹ̀ 'wo ni ẹ́?	*Ará ilẹ̀ èwo ni ẹ́?
ibo:	Ará abo ni ẹ́?	*Ará ibi èwo ni ẹ́?
ẹ́:	"	"

C-1

Ará alẹ̀ 'wo ni ẹ́?

Ará (alẹ̀)** ______________ ni mí.

C-2

Ará àlú ùwo ni ẹ́?

Ará __________ ni mí.

---

* Please turn to the introduction for the meaning or value of the symbol "+".

**Yoruba elements enclosed in parentheses are optional.

CYCLE 24

M-1

A	B
Arizona:	He/She is from Arizona.
Canada:	" Canada.
Lagos:	" Lagos
Laramie:	" Laramie

M-2

A	B
where...from:	Where is he/she from?
he/she:	"

C-1

Whom are you looking for?

I am looking for ____________.
(anybody)

C-2

Where is he/she from?

He/She is from ______________________.
(city, state, country)

Point out to the trainees the fact that in the sentences under M-1 and M-2 above, "he/she" is not represented by any word at all. Compare and contrast these sentences with those in M-1 and M-2 of the preceding cycle for the benefit of the trainees.

Ẹ̀KỌ́ 24

M-1

A	B	C
Arisónà:	Ará Arisónà ni.	(Same as B)
Kánádà:	Aráa Kánádà ni.	"
Èkó:	Aré +kó ni.	Ará Èkó ni.
Lárámì:	Aráa Lárámì ni.	(Same as B)

M-2

A	B	C
Ará abo:	Ará abo ni?	* Ará ibi èwo ni?
__________	"	"

C-1

Ta l'o ń wá?

Mo ń wá __________________.

C-2

Ará abo ni?

Ará ________________ ni.

CYCLE 25

Ask the trainees to bring with them one or two news photos each, of an American politician and of an Nigerian politician. First, have each trainee describe the person or persons shown in the news photos he or she has brought to the class, touching on the following points:

(1) name
(2) nationality
(3) home town or city, known or presumed.

Make sure that each trainee can still use the adjective "his/her" correctly. If quite a number of the trainees can no longer use this adjective correctly, have the entire class review Cycle 8 briefly, and then continue with the description of the politicians, as before. Next, let the trainees ask one another questions relating to the points listed above about the politicians each of them has just described.

CYCLE 26

M-1

A	B
Lagos:	He/She/It is in Lagos.
home:	" at home.
school:	" at school
here:	" here.
there:	" there.

M-2

A	B
Where is?:	Where is Mary?
to be in a place:	She is at home.
at/in:	"

C-1

Where is ____________________ ?
(anyone)

He/She/ is in/at ____________ .
(location)

Ẹ̀KỌ́ 26

M-1

A	B	C
Èkó:	Ó wà lé +kó.	Ó wà ní Èkó.
ilé:	Ó wà ní'lé.	Ó wà ní ilé.
ilé ìwé:	Ó wà ní 'lé èwé.	Ó wà ní ilé ìwé.
ibí:	Ó wà ní 'bí.	Ó wà ní ibí.
ibẹ̀:	Ó wà ní 'bẹ̀.	Ó wà ní ibẹ̀.

M-2

A	B	C
ńkọ́/dà?	Mèrí ńkọ́/dà?	(Same as B)
wà:	Ó wà ní 'lé.	Ó wà ní ilé.
ní:	"	"

C-1

______________ ńkọ́/dà?

Ó wà ní ______________.

CYCLE 27

M-1

A	B
the U.S.:	He/she/it is not in the U.S.
Lagos:	" in Lagos.
school:	" at school.
market:	" in the market.
home:	" at home.
is not in:	" "

M-2

A	B
is:	Is Mary at home?
where?	Where is she?

C-1

Is ______________ in/at ____________?
(anyone) (location)

No, he/she is not in/at ________________.

C-2

Where is he/she?

He/she is in/at __________________.

> Observe that, before the word kò 'not', "he/she/it" is not represented by any word. cf. note in cycle 24.

Ẹ̀KỌ́ 27

M-1

A	B	C
Amẹ́ríkà:	Kò sí lá 'mẹ́ríkà.	Kò sí ní Amẹ́ríkà.
Ẹ̀kó:	Kò sí lẹ́ +kó.	Kò sí ní Ẹ̀kó.
ilé ìwé:	Kò sí ní 'lé èwé.	Kò sí ní ilé ìwé.
ọjà:	Kò sí lọ́ 'jà.	Kò sí ní ọjà.
ilé:	Kò sí ní 'lé.	Ko sí ní ilé.
kò sí:	"	"

M-2

A	B	C
ǹjẹ́?:	Ǹjẹ́ Mèrí wà ní 'lé?	Ǹjẹ́ Mèrí wà ní ilé?
ḿ 'bo?	Ḿ 'bo l' ó wà?	

C-1

Ǹjẹ́ ________________ wá ní ________________ ?

ó tì o, kò sí ní ______________________.

C-2

Ḿ 'bo l' ó wà?

ó wà ní _______________.

[Note: Wà is replaced by sí after the negative kò.]

CYCLE 28

M-1

A	B
Arizona:	Arizona is in the U.S.
Congo:	Congo is in Africa.
Lagos:	Lagos is in Nigeria.

M-2

A	B
Where is?	Where is Arizona?

C-1

Where is ___________ from?
(trainee)

_________ is from ____________________.
(town, city, state)

C-2

Where is ______________________________________.
(town, city, state mentioned above in C-1)

___________ is in _____________.
(location)

Observe the difference between the pronunciation of Arizona and Congo in column A and the pronunciation of the same words in column B.

Ẹ̀KỌ́ 28

M-1

A	B	C
Arisónà:	Arisónàá wà lá 'mẹ́ríkà.	Arisónàá wà ní Amẹ́ríkà.
Kóńgò:	Kóńgòó wà lá 'fíríkà.	Kóńgòó wà ní Aáfíríkà.
Èkó:	Èkó wà nị Nàìjíríà.	(Same as B)

M-2

A	B	C
ḿ 'bo?	Ḿ 'bo l'Arisónàá wà?	*Ní ibi èwo ni Arisónàá wà?

C-1

Ará abo ni __________?

Ará __________ ni ___________.

C-2

Ḿ 'bo ni __________ wà?

_______________ wà ní ___________.

CYCLE 29

Emphasis

> Emphasized elements are underlined in the English sentences. Yoruba indicates emphasis mostly by word order.

M-1

A	B
Arizona:	Arizona is in the *U.S.*
Congo:	Congo is in *Africa*.
Lagos:	Lagos is in *Nigeria*.

M-2

A	B
Arizona:	Arizona is not in *Africa*.
Congo:	Congo is not in *Arizona*.

C-1

Is ______________________ in ____________________?
(state, city, country) (state, country)

Yes, ________________ is in ___________________.

No, __________________ is not in _________________.

ẸKỌ 29

M-1

A	B	C
Arisónà:	Amẹ́ríkà l' Arisónàá wà.	Amẹ́ríkà ni Arisónàá wà.
Kóńgò:	Aáfirikà ni Kóńgòó wà.	Aáfirikà ni Kóńgòó wà.
Èkó:	Nàìjíríà l' Èkó wà.	Nàìjíríà ni Èkó wà.

M-2

A	B	C
Arisónà:	Aáfíríkà kọ́ l' Arisónàá wà.	Aáfíríka kọ́ ni Arisónàá wà.
Kóńgò:	Arisónà kọ́ ni Kóńgòó wà.	(Same as B)

C-1

Ǹjẹ́ ______________ ni ______________ wà?

Bẹ́ẹ̀ ni, ______________ ni ______________ wà.

Ó ti o, ______________ kọ́ ni ______________ wà.

> In Yoruba the emphasized element -- noun, verb, adverb -- is placed first in the sentence and joined to the sentence by means of the connective particle ni, meaning 'is'.

CYCLE 30

M-1

A	B
Lagos:	It's not in Kano, but in Lagos.
Laramie:	It's not in Laramie, but in Lagos.
Laramie:	It's not in Kano, but in Laramie.
Chicago:	" , " Chicago.
Ibadan:	" , " Ibadan.

C-1

________________________ is in ____________, right?
(city, state, country, person) (location)

Yes, ____________ is in ____________.

No, he/she/it is not in ____________, but in ____________.

Ẹ̀KỌ 30

M-1

A	B	C
Èkó:	Kánò kọ́ l' ó wà Èkó l' ó wà.	Kánò kọ́ ni ó wà, Èkó ni ó wà.
Lárámì	Lárámì kọ́ l'ó wà, Èkó l'ó wà.	Lárámì , " "
Lárámì	Kánò kọ́ l'ó wà, Lárámì "	Kánò , Lárámì "
Ṣíkágò:	" , Ṣíkágò "	" , Ṣíkágò "
Ìbàdọ̀n:	" , Ìbàdọ̀n "	" , Ìbàdọ̀n "

C-1

Ṣé _________ ni ___________ wà?

Bẹ́ẹ̀ ni, ___________ ni __________ wà.

Ó tì o, ____________ kọ́ l'ó wà, _________ l'ó wà.

CYCLE 31

M-1

A	B
Ojo and Dada:	Ojo and Dada are looking for Mary.
Ojo and John:	" " John " "
Ojo and David:	" " David " "

M-2

A	B
who:	Who are Ojo and Dada looking for?

C-1

Who are ________ (trainees) and __________ looking for?

________ and _________ are looking for ______________ (another trainee).

Ẹ̀KỌ́ 31

M-1

A	B	C
Òjó àti Dàda:	Òjó àti Dàda ń wá Mèrí.	(Same as B)
" " Jọ̀ọ́nú:	" " Jọ̀ọ́nú " "	"
" " Dárídì:	" " Dárídì " "	"

M-2

A	B	C
ta:	Ta l' òjó àti Dàda ń wá?	Ta ni òjó àti Dàda ń wá?

C-1

Ta ni ________ àti ________ ń wá?

______ àti __________ ń wá _____________ .

CYCLE 32

M-1

A	B
We:	We are looking for Mary.
You(pl.):	You " "
They:	They " "

M-2

A	B
Whom	Whom are you looking for?
you:	" you "
they:	" they "

C-1

Whom are ____________ looking for?
(you, they)

__________ are looking for ____________.
(trainee)

[The Yoruba words for "you (pl.)" and "they" have the 2nd and 3rd person singular reference respectively when the speaker intends to be polite or formal.]

Ẹ̀KỌ́ 32

M-1

A	B	C
a:	A ń wá Mèrí	(Same as B)
ẹ:	Ẹ "	"
Wọ́n:	Wọ́n "	"

M-2

A	B	C
ta:	Ta l'ẹ ń wá?	Ta ni ẹ ń wá?
ẹ:	" l'ẹ "	Ta ni ẹ ń wá?
wọ́n:	" ni wọ́n ń wá.	(Same as B)

C-1

Ta ni __________ń wá?

________ ń wá ____________.

CYCLE 33

M-1

A	B
We:	We are looking for Mary.
You:	You "
They:	They "

M-2

A	B
	Are you looking for Mary?
You	" you "
They:	" they "

C-1

Are ____________ looking for __________?
(they, you) (trainee)

No, _________ are not looking for ________.

C-2

Whom are _________ looking for?

_________ are looking for ___________.

Ẹ̀KỌ́ 33

M-1

A	B	C
a:	Mèrí l'a ń wá.	Mèrí ni a ń wá.
ẹ:	" l'ẹ "	" " ẹ "
wọ́n:	" ni wọ́n ń wá.	Mèrí ni wọn ń wá.

M-2

A	B	C
	Ǹjẹ́ Mèrí l'ẹ ń wá?	Ǹjẹ́ Mèrí ni ẹ ń wá?
ẹ:	" l'ẹ "	"
wọ́n:	" ni wọ́n ń wá?	Ǹjẹ́ Mèrí ni wọn ń wá?

C-1

Ǹjẹ́ ____________ ni ____________ ń wá?

Ó tì o, ________ kọ́ ni ________ ń wá.

C-2

Ta ni ________ ń wá?

________ ni ________ ń wá.

CYCLE 34

M-1

A	B
yams:	We want yams.
fish:	" " "
eggs:	" " "
ẹ̀bà:	" " "
books:	" " "
this:	" " "
that:	" " "

M-2

want:	What do you want?

C-1

What do you want?

We want ______________.

C-2

Do you want ______________?

No, it's ____________________ we want.
(item mentioned in C-1)

Ẹ̀KỌ́ 34

M-1

A	B	C
iṣu:	A fẹ́ 'su.	A fẹ́ iṣu.
ẹja:	A fẹ́ 'ja.	A fẹ́ ẹja.
ẹyin:	A fẹ́ 'yin.	A fẹ́ ẹyin.
ẹ̀bà:	A fẹ́ +bà.	A fẹ́ ẹ̀ba.
ìwé:	A fẹ́ +wé.	A fẹ́ ìwé.
èyí:	A fẹ́ +yí.	A fẹ́ èyí.
ìyẹn:	A fẹ́ +yẹn.	A fẹ́ ìyẹn.

M-2

A	B	C
fẹ́:	Kí l' ẹ fẹ́?	Kí ni ẹ fẹ́?

C-1

Kí l' ẹ fẹ́?

A fẹ́ ________.

C-2

Ǹjẹ́ ẹ fẹ́ ________?

Ó tì o, ________ l' a fẹ́.

CYCLE 35

The first member of each of the following pairs of sentences is emphatic while the other is not. Have the trainees repeat each of the sentences after you, and identify it for them as either emphatic or non-emphatic.

1. It's Mary they are looking for.

   They are looking for Mary.

2. It's fish they want.

   They want fish.

3. She is in Lagos.

   She is in Lagos.

4. This is the one we want.

   We want this.

Read each of the following sentences to the trainees, and have them, all together at first and individually afterwards, identify it as either emphatic (E) or non-emphatic (N-E).

1. He/she/it is there.
2. I am looking for John.
3. My name is Ojo.
4. We want yams.
5. They want books.
6. That's what they are looking for.
7. Ojo is looking for John.
8. He/she/it is at home.
9. Lagos is in Nigeria.
10. He/she wants some ẹ̀bà.

Ẹ̀KỌ́ 35

	B	C
1.	Mèrí ni wọ́n ń wá.	(Same as B)
	Wọ́n ńwá Mèrí.	"
2.	Ẹja ni wọ́n fẹ́.	"
	Wọ́n fẹ́ 'ja.	Wọ́n fẹ́ ẹja.
3.	Èkó l' ó wà.	Èkó ni ó wà.
	Ó wà lé +kó.	Ó wà ní Èkó.
4.	Èyí l' a fẹ́.	Èyí ni a fẹ́.
	A fẹ +yí.	A fẹ́ èyí.

	B	C
1.	Ibẹ̀ l' ó wà. (E)	Ibẹ̀ ni ó wà.
2.	Mo ń wá Jọ̀ọ́nú. (NE)	(Same as B)
3.	Òjó l' orúkọ̀ mi. (E)	*Òjó ni orúkọ èmi.
4.	A fẹ́ 'ṣu. (NE)	A fẹ́ iṣu.
5.	Ìwé ni wọ́n fẹ́. (E)	Ìwé ni wọn' fẹ́.
6.	Ìyẹn ni wọ́n ń wá. (E)	(Same as B)
7.	Jọ̀ọ́nú l' òjó ń wá. (E)	Jọ̀ọ́nú ni òjó ń wá.
8.	Ilé l' ó wà. (E)	Ilé ni ó wà.
9.	Èkó wà ní Nàìjíríà. (NE)	(Same as B)
10.	Ó fẹ́ +bà díẹ̀. (NE)	O fẹ́ èbà díẹ̀.

CYCLE 36

M-1

A	B
North:	I am from the North.
South:	" " South
East:	" " East.
West:	" " West.

M-2

A	B
What part?	What part are you from?
to come:	"

C-1

What part are you from?

I am from the ______________.
(true answer)

Ẹ̀KỌ́ 36

M-1

A	B	C
akpá àríwá:	Mo wá lá +ti akpá àríwá.	*Mo wá ní àti akpá àríwá.
akpáa gúúsù:	Mo wá lá +ti akpáa gúúsù.	* " " akpáa gúúsù.
akpá ìlà oòrùn:	Mo wá lá +ti akpá ìlà oòrùn.	* " " akpá ìlà oòrùn.
akpá ìwọ̀ oòrùn:	Mo wá lá +ti akpá ìwọ̀ oòrùn.	* " " akpá ìwọ̀ oòrùn.

M-2

A	B	C
akpá abo:	Akpá abo l'o ti wá?	* Akpá ibi èwo ni o ti wá?
wá:	"	"

C-1

Akpá abo l'o ti wá?

Mo wá lá +ti akpá _____________.

CYCLE 37

M-1

A	B
Northern part:	He is from the northern part of the U.S.
Southern part:	" the southern " "
Eastern part:	" the eastern " "
Western part:	" the western " "

M-2

A	B
	What part of the U.S. are you from?

C-1

What part of ____________________ are/is _____________ from?
(any country) (trainee)

_______ am/is/are from the ________ part of ____________.

ÈKỌ́ 37

M-1

A	B	C
akpá àríwá:	O wá lá +ti akpá àríwá ilẹ̀ Amẹríkà.	*Ó wá ní àti akpá àríwá ilẹ̀ Amẹríkà.
akpáa gúúsù:	Ó wá lá +ti akpáa gúúsù ilẹ̀ Amẹríkà.	*Ó wá ní àti akpáa gúúsù ilẹ̀ Amẹríkà.
akpá ìlà oòrùn:	Ó wá lá +ti akpá ìlà oòrùn ilẹ̀ Amẹríkà.	*Ó wá ní àti akpá ìlà oòrùn ilẹ̀ Amẹríkà.
akpá ìwọ̀ oòrùn:	Ó wá lá +ti akpá ìwọ̀ oòrùn ilẹ̀ Amẹríkà.	*Ó wá ní àti akpá ìwọ̀ oòrùn ilẹ̀ Amẹ́rikà.

M-2

A	B	C
	Akpá abo l'o ti wá ní'lẹ̀ Amẹ́ríkà?	*Akpá ibi èwo ni o ti wá ní ilẹ̀ Amẹ́ríkà?

C-1

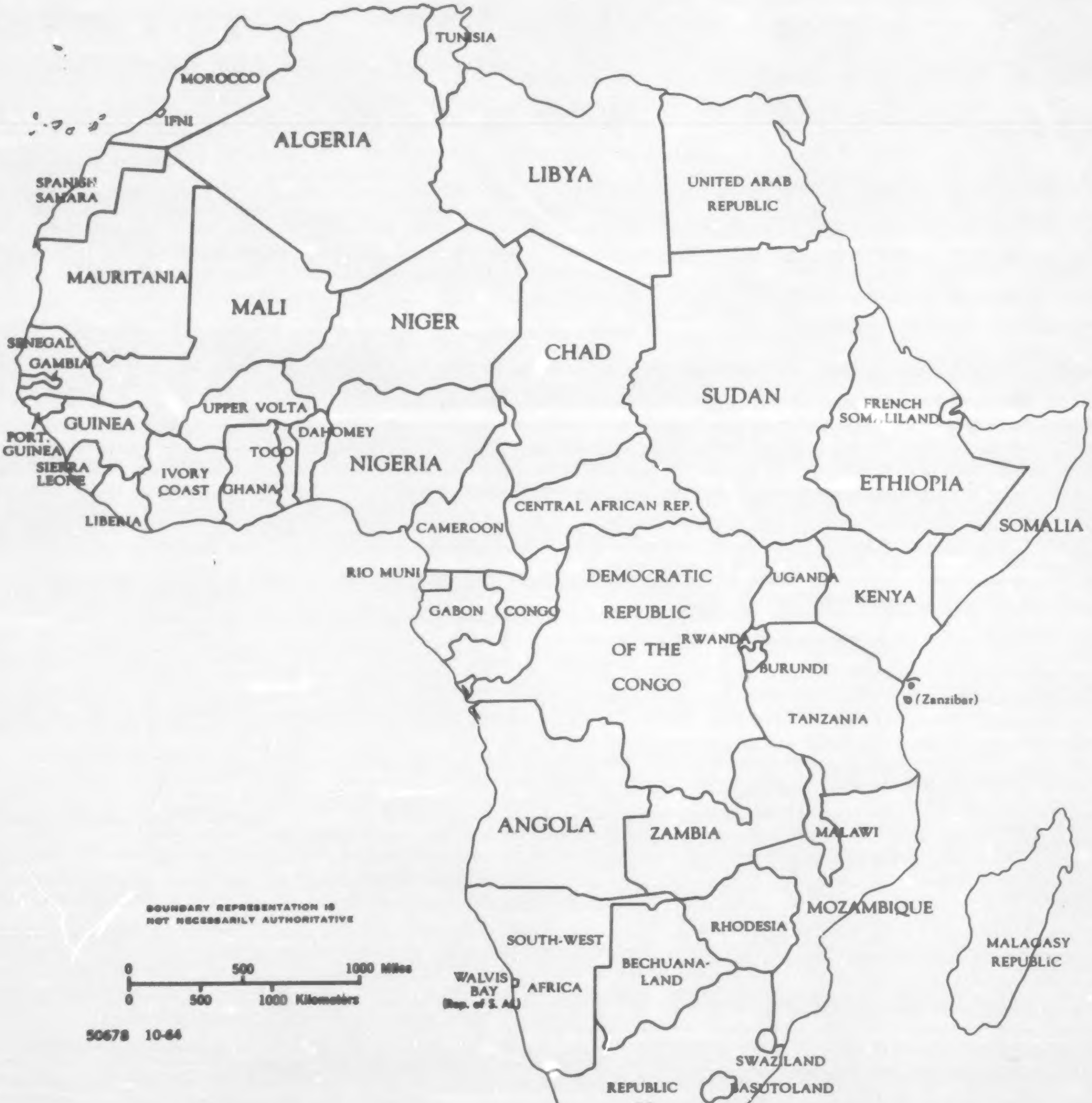
Akpá abo ni ________ ti wá ní 'lẹ̀ ____________?

___________ wá lá +ti akpá _________ ilẹ̀ ___________.

CYCLE 37 (continued)

Have each trainee referring to the accompanying map describe the location of one African state with respect to the adjoining states.

MAP 1


TUNISIA
MOROCCO
IFNI
ALGERIA
LIBYA
UNITED ARAB REPUBLIC
SPANISH SAHARA
MAURITANIA
MALI
NIGER
CHAD
SUDAN
SENEGAL
GAMBIA
GUINEA
PORT. GUINEA
SIERRA LEONE
LIBERIA
IVORY COAST
UPPER VOLTA
GHANA
TOGO
DAHOMEY
NIGERIA
CAMEROON
CENTRAL AFRICAN REP.
FRENCH SOMALILAND
ETHIOPIA
SOMALIA
RIO MUNI
GABON
CONGO
DEMOCRATIC REPUBLIC OF THE CONGO
UGANDA
KENYA
RWANDA
BURUNDI
(Zanzibar)
TANZANIA
ANGOLA
ZAMBIA
MALAWI
MOZAMBIQUE
RHODESIA
SOUTH-WEST AFRICA
WALVIS BAY (Rep. of S. Af.)
BECHUANA-LAND
SWAZILAND
BASUTOLAND
REPUBLIC OF SOUTH AFRICA
MALAGASY REPUBLIC
0 500 1000 Miles
0 500 1000 Kilometers

BOUNDARY REPRESENTATION IS NOT NECESSARILY AUTHORITATIVE

50678 10-64

AFRICA
ADMINISTRATIVE DIVISIONS
OCTOBER 1964

CYCLE 38

C-1

How do you do?

I'm fine, thanks.

C-2

What's your name?

My name is ______________________.
(actual name of trainee)

C-3

What nationality are you?

I am a/an _________________ .

C-4

What town are you from?

I am from __________________.
(true answer)

C-5

In what part of _________ is it?
(country)

It's in the ___________ part of _______________ .

Ẹ̀KỌ 38

C-1

Ṣé dáadáa ni?

Dàadáa ni, a kúkpẹ́.

C-2

Kí l' orúkọ̀ rẹ?

________ l' orúkọ̀ mi.

C-3

Ará abo ni ẹ́?

Ará ____________ ni mí.

C-4

Ará àlú ùwo ni ẹ́? Ará ìlú èwo ni ẹ́?

Ará ______ ni mí.

C-5

Akpá abo l' ó wà ní 'lẹ̀ ____________?

Ó wà lá 'kpá ____________ ilẹ̀ ______________.

CYCLE 39

M-1 [Refer to Maps 2, 3, 4]

A	B
I:	I live in the U.S.
Nigeria:	I live in Nigeria.
Lagos:	I live in Lagos.
Ereko street:	I live on Ereko street.

M-2

A	B
to live in:	Where do you live?

C-1

Where do/does ____________________ live?
(pronouns, trainees)

__________ live/lives in/on ____________________.
(country, city, street)

[Ask the trainees for non-emphatic versions of the sentences under M-1.]

ẸKỌ 39

M-1

A	B	C
mo:	Amẹ́ríkà ni mo ń gbé.	(Same as B)
Nàìjíríà:	Nàìjíríà "	"
Èkó:	Èkó "	"
Erèko:	Erèko "	"

M-2

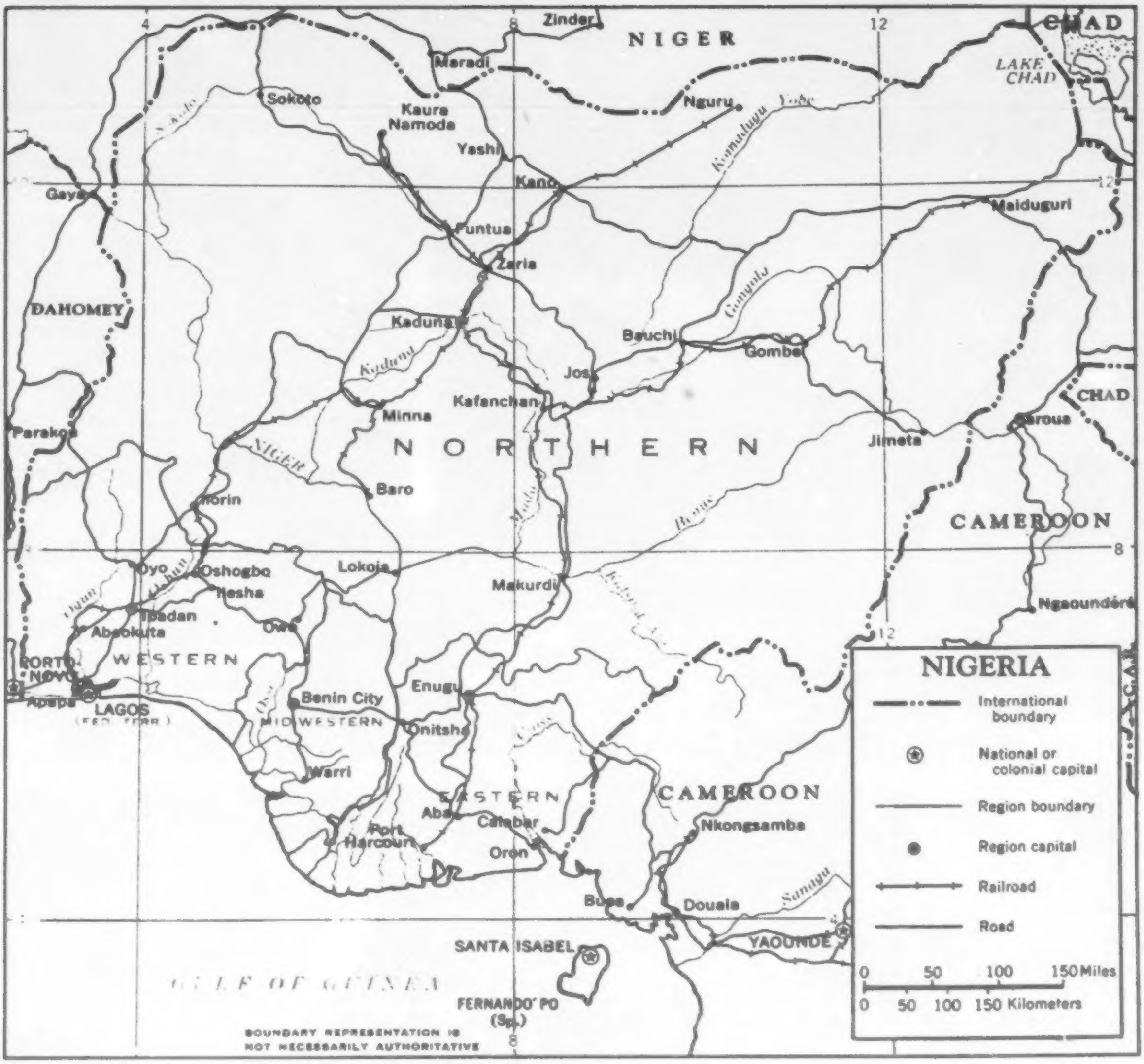
A	B	C
ń gbé:	Ḿ'bo l' o ń gbé?	*Ní ibi èwo ni o ń gbé?

C-1

Ḿ'bo ni ________________ ń gbé.

__________ ni ______________ ń gbé.

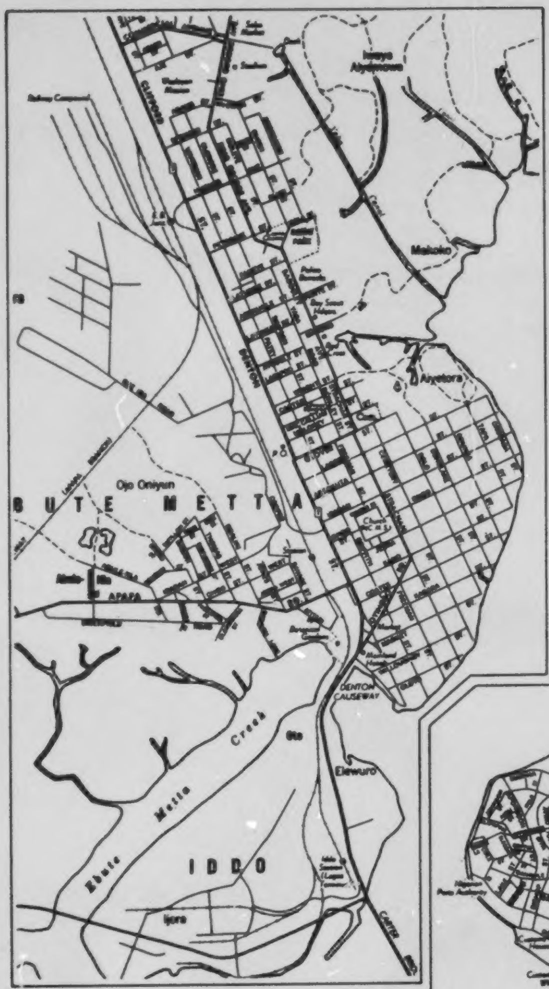
MAP 2


Zinder
NIGER
CHAD
LAKE CHAD
Maradi
Sokoto
Kaura Namoda
Yashi
Nguru
Komadugu Yobe
Kano
Gaya
Maiduguri
Funtua
Zaria
DAHOMEY
Gongola
Kaduna
Kaduna
Bauchi
Gombe
Jos
Kafanchan
CHAD
Minna
Garoua
Parakou
NORTHERN
Jimeta
NIGER
Baro
Ilorin
Benue
CAMEROON
Oyo
Oshogbo
Lokoja
Ilesha
Makurdi
Ngaoundéré
Ibadan
Abeokuta
Owo
PORTO NOVO
WESTERN
Enugu
Apapa
LAGOS (FED. TERR.)
Benin City
MIDWESTERN
Onitsha
Warri
EASTERN
CAMEROON
Aba
Calabar
Nkongsamba
Port Harcourt
Oron
Buea
Douala
Sanaga
YAOUNDE
SANTA ISABEL
GULF OF GUINEA
FERNANDO PO (Sp.)
BOUNDARY REPRESENTATION IS NOT NECESSARILY AUTHORITATIVE
NIGERIA
International boundary
National or colonial capital
Region boundary
Region capital
Railroad
Road
0 50 100 150 Miles
0 50 100 150 Kilometers
4
8
12

Base 38859 4-65

MAP 3

Ebute Metta


Makoko
Aiyetora
Ojo Oniyun
BUTE METTA
APAPA
DENTON CAUSEWAY
Ebute Metta Creek
IDDO
Ijora
Elewuro

Maps Courtesy of Esso West Africa, Inc.
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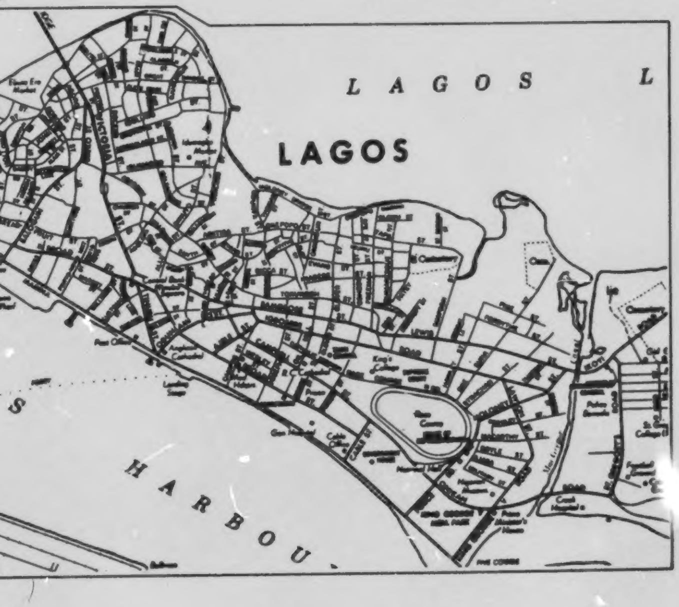
MAP 4

Lagos Island


LAGOS L
LAGOS
AGOS HARBOU

CYCLE 40

M-1

A	B
I:	I have lived in the U.S. before.
Nigeria:	" Nigeria "
Lagos:	" Lagos "
Ereko Street:	" on Ereko street before.
there:	I have lived there before.

M-2

A	B
to have lived in:	Have you lived in the U.S. before?
before:	"

C-1

Have you lived in/on ____________ before?
(location)

Yes, I lived in/on _________ before.

Ẹ̀KỌ́ 40

M-1

A	B	C
Mo:	Mo (ti) gbá 'mẹ́rikà rí.	Mo (ti) gbé Amẹ́rikà rí.
Nàìjíríà:	Mo (ti) gbé Nàìjíríà rí.	(Same as B)
Èkó:	Mo (ti) gbé +kó rí.	Mo (ti) gbé Èkó rí.
Eréko:	Mo (ti) gbé 'réko rí.	Mo (ti) gbé Eréko rí.
ibẹ̀:	Mo (ti) gbé 'bẹ̀ rí.	Mo (ti) gbé ibẹ̀ rí.

M-2

A	B	C
ti gbé:	Ǹjó o (ti) gbá 'mẹ́rikà rí?	Ǹjẹ́ o (ti) gbé Amẹ́rikà rí?
rí	"	"

C-1

Ǹjó o (ti) gbé __________ rí?

Bẹ́ẹ̀ ni, mo (ti) gbé ______ rí.

[Any Yoruba element in parenthesis is optional]

CYCLE 41

M-1

A	B
I:	I am still living in the U.S.
Nigeria:	" Nigeria.
Lagos:	I am still living in Lagos.
still:	I am still living " ".
no longer:	I am no longer living in Lagos.

M-2

A	B
	Are you still living in Lagos?

[Refer to Maps 2, 3, 4]

C-1

Are you still living in/on ________________?
(location)

Yes, I am still living in/on ________________.

No, I no longer live in/on ________________.

ÈKỌ́ 41

M-1

A	B	C
Mo:	Mo ṣì ń gbá 'mẹ́rikà.	Mo ṣì ń gbé Amẹ́ríkà.
Nàìjíríà:	Mo ṣì ń gbé Nàìjíríà.	(Same as B)
Èkó:	Mo ṣì ń gbé +kó.	Mo ṣì ń gbé Èkó.
ṣì:	"	"
kò...mọ́:	Ǹ kò gbé +kó mọ́.	Èmi kò gbé Èkó mọ́.

M-2

A	B	C
	Ǹjẹ́ o ṣì ń gbé +kó?	Ǹjẹ́ o ṣì ń gbé Èkó?

C-1

Ǹjó o ṣì ń gbé ___________?

Bẹ́ẹ̀ ni, mo ṣì ń gbé _________.

Ó tì o, ǹ kò gbé ___________ mọ́.

CYCLE 42

M-1 [Refer to Maps 2, 3, 4]

A	B
the U.S.:	Ojo has never lived in the U.S. before.
Lagos:	" " " " in Lagos before.
Ereko street:	" " " " on Ereko street before.
never...before:	" " " " "

M-2

A	B
	Has Ojo ever lived in the U.S. before?

C-1

Where does Ojo live?

Ojo lives in/on ______________________ .
(location)

C-2

Has Ojo ever lived in/on _______________ before?
(location)

Yes, Ojo has lived in/on _______________ before.

No, Ojo has never lived in/on ______________ before.

Ẹ̀KỌ́ 42

M-1

A	B	C
Amẹ̀ríkà:	Òjó kò gbá 'mẹ́ríkà rí.	Òjó ko gbé Amẹ́ríkà rí.
Èkó:	Òjó kò gbé +kó rí.	Òjó kò gbé Èkó rí.
ко...rí:	"	"

M-2

A	B	C
	Ǹjó +jó (ti) gbá 'mẹ́ríka ri?	Ǹjẹ́ Òjó (ti) gbé Amẹ́ríkà rí?

C-1

Ḿ 'bo l' Òjó ń gbé?

__________ l' Òjó ń gbé.

C-2

Ǹjó +jó (ti) gbé ______________ rí?

Bẹ́ẹ̀ ni, Òjó (ti) gbé ______________ rí.

Ó tì o, Ojó kò gbé ______________ rí.

Note: Kọ́ vs kò: Use kò to negate verb -- cf 42, 43 etc. Use kọ́ to negate the connective particle ni 'is' only --cf. 21, 30 etc. In many cases, kọ́ remains even though ni has been dropped -- cf. 12, 13 etc.

CYCLE 43

[Refer to Map 2]

M-1

A	B
know:	I know Kano.
do not:	I don't know Kano.
never before:	I have never lived in Kano before.
no longer:	I no longer live in Kano.

M-2

A	B
	Do you know Kano?

C-1

Do you know ________ ?
(city)

Yes, I know ________ .

No, I don't know ________ .

C-2

Have you ever lived there before?

Yes, I have lived there before

No, I have never lived there before.

C-3

Do you still live there?

Yes, I still live there.

No, I no longer live there.

Ẹ̀KỌ́ 43

M-1

A	B	C
Mọ̀:	Mo mọ Kánò.	(Same as B)
kò:	Ǹ kò mọ Kánò.	Èmi kò mọ Kánò.
kò...rí:	Ǹ kò gbé Kánò rí.	Èmi kò gbé Kánò rí.
kò...mọ̀:	Ǹ kò gbé Kánò mọ́.	Èmi kò gbé Kánò mọ́

[Notice the change in the tone of mọ̀.]

M-2

A	B	C
	Ǹjó o mọ Kánò?	Ǹjẹ́ o mọ Kánò?

C-1

Ǹjó o mọ ______________?

Bẹ́ẹ̀ ni, mo mọ ____________.

Ó tì o, ǹ kò mọ ___________.

C-2

Ǹjó o (ti) gbé 'bẹ̀ rí?

Bẹ́ẹ̀ ni, mo (ti) gbé 'bẹ̀ rí.

Ó tì o, ǹ kò gbé 'bẹ̀ rí.

C-3

Ǹjó o ṣì ń gbé 'bẹ̀?

Bẹ́ẹ̀ ni, mo ṣì ń gbé 'bẹ̀.

Ó tì o, ǹ kò gbé 'bẹ̀ mọ́.

CYCLE 44

B

My friend's name is Imoru.

He's from Sokoto.

Sokoto is in the northern

part of our country.

Imoru no longer lives

in Sokoto. He's now at

Ibadan. He lives on Ogunpa street.

CYCLE 45

Give the trainees some kinship terms -- father, mother, sister and brother -- and have each trainee, taking the short description given in the preceding cycle as model, describe the present residence of any of these relatives.

ẸKỌ 44

B	C
Ìmórù l' orúkọ ọ̀rẹ́ ẹ̀mi.	*Ìmórù ni orúkọ ọ̀rẹ́ èmi.
Aráa Sókótó ni.	Aráa Sókótó ni.
Sókótó wà lá 'kpá	Sókótó wà ní akpá
àriwá alẹ̀ ẹwa.	àríwá ilẹ̀ iwa.
Ìmórù ò gbé Sókótó	Ìmórù kò gbé Sókótó
mọ́. Ìbàdọ̀n l' ó wà	mọ́. *Ìbàdọ̀n ni ó wà
ńsìnyí. Ó ń gbó +gùnkpa.	ní ìsìnèyí. Ó ń gbé ògùnkpa.

CYCLE 46

[See Map 3]

M-1

A	
market:	There is a market on Oyingbo street.
hotel:	" " a hotel "
store:	" " no store "
church:	" " no church "
school:	" " no school "

M-2

A	B
	Is there any market on Oyingbo street?

C-1

Is there any __________ on ______________ street?

Yes, there is a ____________ on _____________ street.

No, there is no ____________ on ______________ street.

Ẹ̀KỌ́ 46

M-1

A	B	C
ọjà:	Ọjàá wà ló +yingbò.	Ọjàá wà ní Òyìngbò.
ilé èrò:	Ilé èròó wà ló +yìngbò.	Ilé èròó wà ní Òyìngbò.
ṣọ́ọ̀bù:	Ṣọ́ọ̀bù ò sí ló +yìngbò.	Ṣọ́ọ̀bù kò sí ní Òyìngbò.
ṣọ́ọ̀ṣì:	Ṣọ́ọ̀ṣì ò sí ló +yìngbò.	Ṣọ́ọ̀ṣì kò sí ní Òyìngbò.
ilé ìwé:	Ilé èwé ò sí ló +yìngbò.	Ilé ìwé kò sí ní Òyìngbò.

M-2

A	B	C
	Ǹjọ́ 'jàá wà ló +yìngbò?	Ǹjẹ́ ọjàá wà ní Òyìngbò

C-1

Ǹjẹ́ __________ wà ní __________ ?

Bẹ́ẹ̀ ni, __________ wà ní __________ .

Ó tì o, __________ ò sí ní __________ .

CYCLE 47

M-1

A	B
We:	We live in a hotel.
You:	You "
They:	They "

M-2

A	B
	Where do you live?

C-1

Where do you live?

We live in a hotel.

C-2

What is its name?

Its name is ________.

C-3

Where is it located?

It's on ________ street.

Ẹ̀KỌ́ 47

M-1

A	B	C
a:	Ilé èrò l'a ń gbé.	Ilé èrò ni a ń gbé.
ẹ:	" l'ẹ "	" ni ẹ "
wọ́n:	" ni wọ́n ń gbé.	" ni wọ́n gbé.

M-2

A	B	C
	Ḿ 'bo l'ẹ ń gbé?	*Ní ibi èwo ni ẹ ń gbé?

Cl

Ḿ 'bo l'ẹ ń gbé?

Ilé èrò l'a ń gbé.

C-2

Kí l' orúkọ rẹ̀?

__________ l' orúkọ rẹ̀.

C-3

Ḿ 'bo l' ó wà?

Ó wà ní ____________.

CYCLE 48

M-1

A	B
my:	My house is near the market.
your:	Your " "
his/her:	His/her" "
our:	Our " "
your:	Your " "
their:	Their " "

M-2

Where is their house?

C-1

Do you know ____________ house?
(poss. adj.)

Yes, I know ____________ house.

C-2

Where is ______________________________ house?
(some poss. adj. as in C-1)

__________ house is near the market.

ẸKỌ́ 48

M-1

A	B	C
èmi:	Ilé èmií wà iẹ́ +bá ọjà.	*Ilé èmií wà ní ẹ̀bá ọjà.
ìrẹ:	Ilé èrẹẹ́ "	*Ilé ìrẹẹ́ "
irè:	Ilé erẹ̀ẹ́ "	*Ilé irẹ̀ẹ́ "
iwa:	Ilé ewaá "	*Ilé iwaá "
iyin:	Ilé eyín "	*Ilé iyín "
iwọn:	Ilé ewọn′ "	*Ilé iwọn' "

M-2

M 'bo n' ilé èwọn′ wà?

C-1

Ǹjó o mọ 'lé ____________________?

Bẹ́ẹ̀ ni, mo mọ 'lé ____________________.

C-2

M̀ 'bo n' ilé ____________________wà?

Ilé _________wà lẹ́ +bá ọjà.

CYCLE 49

M-1

A	B
Ojo's house:	Ojo's house is near a hotel.
Ojo's store:	" store "

M-2

A	B
The name of the hotel:	What is the name of the hotel?

C-1

Do you know Ojo's house?

Yes, I know Ojo's house.

C-2

Where is it?

It is near a hotel.

C-3

What is the name of the hotel?

The name of the hotel is ______________.

ẸKỌ́ 49

M-1

A	B	C
ilé Òjó:	Ilé Òjó wà lẹ +bá alé èrò.	Ilé Òjó wà ní ẹ̀bá ilé èrò.
ṣọ́ọ̀bù Òjó:	Ṣọ́ọ̀bù Òjó " " "	Ṣọ́ọ̀bù Òjó " "

M-2

A	B	C
orúkọ ilé èrò nọ́ọ̀:	Kí l' orúkọ ọlé èrò nọ́ọ̀?	Kí ni orúkọ ilé èrò nọ́ọ̀?

C-1

Ǹjó o mọ 'lé Òjó?

Bẹ́ẹ̀ ni, mo mọ 'lé Òjó.

C-2

Ḿ 'bo l' ó wà?

Ó wà lẹ́ +bá ilé èrò.

C-3

Kí l' orúkọ ọlé èrò nọ́ọ̀?

___________ l' orúkọ ọlé èrò nọ́ọ̀.

CYCLE 50

M-1

A	B
our:	Dada'a house is near our house.
your:	" your "
their:	" their "

M-2

A	B
what street:	On what street is your house?

C-1

Where is ____________'s house?
(name)

______'s is near our house.

C-2

On what street is your house?

Our house is on ___________ street.

ẸKỌ́ 50

M-1

A	B	C
iwa:	Ilée Dàdaá wà lẹ́ +bá ilé ewa.	*Ilée Dàdaá wà ní ẹ̀bá ilé iwa.
iyín:	" " ilé eyín.	* " " ilé iyin.
iwọn:	" " ilé ewọn.	* " " ilé iwọn.

M-2

A	B	C
adúgbò 'wo:	Àdúgbò 'wo n' ilé èrẹẹ́ wà?	*Àdúgbò èwo ni ilé irẹẹ́ wà?

C-1

Ḿ 'bo n' ilé ____________ wà?

Ilé ____________ wà lẹ́ +bá ilé ewa.

C-2

Àdúgbò 'wo n' ilé eyín wà?

Ilé ewaá wà ní ____________.

Compare ilé òjó (49) with ilée Dàda (50). The possessed noun develops an extra syllable with the mid tone whenever the possessor noun begins with a consonant.

CYCLE 51

M-1

A	B
	I am going to the market.
to go:	I am going to the market.
to (prep):	I am going to the market.
school:	I am going to school
church:	I am going to church.

M-2

Where are you going?

C-1

Where are you going?

I am going to ________________.
(location)

Ẹ̀KỌ́ 51

M-1

A	B	C
	mo ń lọ (sí) ọjà.	(Same as B)
lọ:	mo ń lọ (sí) ọjà.	"
(sí):	" "	"
ilé ìwé:	mo ń lọ (sí) ilé èwé.	mo ń lọ (sí) ilé ìwé.
ṣọ́ọ̀ṣì:	mo ń lọ (sí) ṣọ́ọ̀ṣì.	(Same as B)

M-2

Ḿ 'bo l' o ń lọ?

C-1

Ḿ 'bo l' o ń lọ?

Mo ń lọ (sí) ________________ .

CYCLE 52

M-1

A	B
food:	She is selling food. (i.e. actually in the act)
to sell:	" " selling "
to buy:	" " buying "
to cook:	" " cooking "
to eat:	" " eating "
to go:	" " going to the market.

M-2

A	B
to do:	What is she doing?
woman:	What is that woman doing?
man:	What is that man doing?

C-1

What is that ___________'s name?
(man/woman)

His/Her name is ______________ .

C-2

What is he/she doing?

He/She is ____________ .

ẸKỌ́ 52

M-1

A	B	C
ońjẹ:	Ó ń t'ońjẹ.	Ó ń ta ohun jíjẹ.
tà:	Ó ń t' ońjẹ.	Ó ń ta "
rà:	Ó ń r'ońjẹ.	Ó ń ra "
sè:	Ó ń s'ońjẹ.	Ó ń se "
jẹun:	Ó ń jẹun.	*Ó ń jẹ ohun.
lọ:	Ó ń lẹ sọ́ 'jà.	Ó ń lẹ sí ọjà.

M-2

A	B	C
ṣe:	Kí l' ó ń ṣe?	Kí ni ó ń ṣe?
obìnrin:	Kí l'obìnrin 'yẹ́n ń ṣe?	*Kí ni obìnrin ìyẹn ń ṣe?
ọkùnrin:	Kí l'ọkùnrin 'yẹ́n ń ṣe?	*Kí ni ọkùnrin ìyẹn ń ṣe?

C-1

Kí l' orúkọ ____________'yẹn.

______________ l' orúkọ 'rẹ̀.

C-2

Kí l' ó n ṣe?

Ó ń ______________________________.

CYCLE 53

M-1

A	B
food:	She sold food yesterday.
to sell:	" sold " "
to buy:	" bought " "
to cook:	" cooked " "
to eat:	" ate yesterday.
to go:	" went to the market yesterday.

M-2

A	B
yesterday:	What did she do yesterday?

C-1

What did she do yesterday?

She ______________ yesterday.

ẸKỌ́ 53

M-1

A	B	C
ońję:	ó t' ońję lá +nọ́.	ó ta ohun jíję ní ànọ́.
tà:	ó t' ońję lá +nọ́.	ó " " "
rà:	ó r' ońję "	ó ra " "
sè:	ó s' ońję "	ó se " "
jẹun:	ó jẹun "	ó jẹ ohun " "
lọ:	ó lọ (sí) ọjà lá +nọ́.	ó lọ (sí) ọjà ní ànọ́.

M-2

A	B	C
ànọ́:	kí l' ó ṣe lá +nọ́.	kí ni ó ṣe ní ànọ́?

C-1

Kí l' ó ṣe lá +nọ́?

ó ____________________ lá +nọ́.

CYCLE 54

M-1

A	B
book:	I studied/read yesterday.
clothes:	I washed clothes yesterday.
work:	I worked yesterday.
palm wine:	I drank palm wine yesterday.
bread and eggs:	I ate bread and eggs yesterday.

M-2

A	B
to read/study:	Did you study yesterday?
to write:	Did you write yesterday?
to work:	Did you work yesterday?
to wash:	Did you wash clothes yesterday?
to eat:	Did you eat bread and eggs yesterday?
to come:	Did you come yesterday?

C-1

Did you ____________ yesterday?
(activity)

No, I did not ________ yesterday.

C-2

What did you do yesterday?

I ____________ yesterday?
(activity)

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Ẹ̀KỌ́ 54

M-1

A	B	C
ìwé:	Mo kà 'wé lá +nọ́.	Mo ka ìwé ní ànọ́.
aṣọ:	Mo fọ 'ṣọ lá +nọ́.	Mo fọ aṣọ ní ànọ́.
iṣẹ́:	Mo ṣ' iṣẹ́ lá +nọ́.	Mo ṣe iṣẹ́ ní ànọ́.
ẹmu:	Mo m' ẹmu lá +nọ́.	Mo mu ẹmu ní ànọ́.
búrẹ́dì: àti ẹyin:	Mo jẹ búrẹ́dì àt' ẹyin lá +nọ́.	Mo jẹ bŕẹ́dì àti ẹyin ní ànọ́.

M-2

A	B	C
ká 'wé:	Ǹjó o kà 'wé lá +nọ́?	Ǹjẹ́ o ka ìwé ní ànọ́?
kọ̀ ' wé:	" kọ̀ 'wé "	" kọ ìwé "
ṣ' iṣẹ́:	" s' iṣẹ́ "	" ṣe iṣẹ́ "
fọ 'ṣọ:	" fọ 'ṣọ "	" fọ aṣọ "
jẹ:	" jẹ búrẹ́dì ài' ẹyin lá +nọ́?	" jẹ búrẹ́dì àti ẹyin ní ànọ́?
wá:	Ǹjó o wá lá +nọ́?	Ǹjẹ́ o wá ní ànọ́?

C-1

Ǹjó o ______________ lá +nọ́?

Ó tì o, ǹ kò _________ lá +nọ́.

C-2

Kí l' o ṣe lá +nọ́?

Mo ________ lá +nọ́.

CYCLE 55

M-1

A	B
eating:	I am busy eating.
talking:	I am busy talking.
working:	I am busy working.
reading:	I am busy reading/studying.
writing:	I am busy writing.
washing:	I am busy washing clothes.
taking bath:	I am busy taking a bath.

M-2

What are you busy doing?

C-1

What are/is ________________ busy doing?
(pronoun, noun)

__________ are/is busy ____________________.
(activity)

ẸKỌ́ 55

M-1

A	B	C
jẹun:	Mo ń jẹun lọ́ 'wọ́	*Mo ń jẹ ohun ní ọwọ́
s' ọ̀rọ̀:	" " s' ọ̀rọ̀ "	* " " sọ ọ̀rọ̀ "
ṣ' iṣẹ́:	" " ṣ' iṣẹ́ "	* " " ṣe iṣẹ́ "
kà 'wé:	" " kà 'wé "	* " " ka ìwé "
kọ̀ 'wé:	" " kọ̀ 'wé "	* " " kọ ìwé "
fọ 'ṣọ:	" " fọ 'ṣọ "	* " " fọ aṣọ "
wẹ̀:	" " wẹ̀ "	(Same as B)

M-2

	B	C
	Kí l' o ń ṣe lọ́ 'wọ́?	*Kí ni o ń ṣe ní ọwọ́.

C-1

Kí ni _______________ ń ṣe lọ́ 'wọ́?

_____________ ń __________lọ́ 'wọ́?

CYCLE 56

M-1

A	B
to come:	I will come tomorrow.
to go:	I will go "
to arrive:	I will arrive "
to return:	I will return "
to go out:	I will go out "

M-2

A	B
	What will you do tomorrow?
tomorrow:	What will you do tomorrow?
will:	What will you do tomorrow?

C-1

What did you do yesterday?

I ___________ yesterday.
(activity)

C-2

What will you do tomorrow?

I will ___________ tomorrow.
(activity)

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ẸKỌ́ 56

M-1

A	B	C
wá:	Mo máa wá lọ́ +la.	Mo máa wá ní ọ̀la.
lọ:	" " lọ "	" " lọ "
dé:	" " dé "	" " dé "
kpadà:	" " kpadà lọ́ +la.	" " kpadà ní ọ̀la.
já +de:	" " já +de "	" " já òde "

M-2

A	B	C
	Kí l' o máa ṣe lọ́ +la?	Kí ni o máa ṣe ní ọ̀la?
ọ̀la:	"	"
máa:	"	"

C-1

Kí l' o ṣe lá +nọ́?

Mo _________ lá +nọ́.

C-2

Kí l' o máa ṣe lọ́ +la?

Mo máa ________ lọ́ +la.

[Besides máa there are two other adverbs for expressing the future tense in Yoruba.]

CYCLE 57

M-1

A	B
to come:	I will come here tomorrow.
to go:	I will go there "
to arrive:	I will arrive in Lagos tomorrow.
to leave:	I will leave Lagos tomorrow.
to return:	I will return from Lagos tomorrow.

M-2

A	B
what day:	What day will you arrive here?
when:	When will you arrive here?

C-1

When did you ____________________ ?
(motion to location)

I ____________________ yesterday.
(motion to location)

C-2

What day will you ____________________________ ?
(motion to or from location)

I will ____________________________ tomorrow.
(motion to or from location)

ẸKỌ 57

M-1

A	B	C
wá:	Mo màa wá (sí) 'bi ló̩ +la.	Mo máa wá (sí) ibí ní ọ̀la.
lọ:	" " lọ (sí) 'bẹ̀ "	" " lọ (sí) ibẹ̀ "
dé:	" " dé (sí) Èkó "	" " dé (sí) Èkó ní ọ̀la.
kpadà:	" " kpadà lá +ti Èkó ló̩ +la.	" " kpadà láti (ní àti) Èkó ní ọ̀la.

M-2

A	B	C
ọjó̩ ọ̀wo:	Ọjó̩ ọ̀wo l' o máa dé 'bí?	*Ọjó̩ èwo ni o máa dé (sí) ibí?
ìgbà 'wo:	Ìgbà 'wo l' o máa de 'bí?	*Ìgbà èwo ni o máa dé (sí) ibí.

C-1

Ìgbà 'wo l' o ________________?

Mo ________________ lá +nọ́.

C-2

Ọjó̩ ọ̀wo l' o máa ____________?

Mo máa ________________ ló̩ +la.

CYCLE 58

M-1

A	B
to come:	I will not come here tomorrow.
to go:	I will not go there tomorrow.
to arrive:	I will not arrive tomorrow.
to return:	I will not return "
to leave:	I will not leave Lagos tomorrow.

M-2

A	B
	Are you coming here tomorrow?

C-1

When did you arrive in ________________?
(city)

I arrived in ____________ yesterday.

C-2

Are you leaving _____________ tomorrow?
(same city)

Yes, I am leaving ____________ tomorrow.

No, I will not leave _________ tomorrow.

Ẹ̀KỌ́ 58

M-1

A	B	C
wá:	Ǹ kò níí wá 'bí lọ́ +la.	Èmi kò níí wa (sí)ibí ní ọ̀la.
lọ:	" " lọ ọbẹ̀ "	" " lọ (sí) ibẹ̀ "
dé:	" " dé lọ́ +la.	" " dé ní ọ̀la.
kpadà:	" " kpadà lọ́ +la.	" " kpadà ní ọ̀la.
kúrò:	" " kǔrò lé +kó lọ́ +la.	" " kúrò ni Èkó ní ọ̀la.

M-2

A	B	C
	Ǹjó o máa wá 'bí lọ́ +la	Ǹjẹ́ o máa wá (sí) ibí ní ọ̀la?

C-1

Ìgbà 'wo l' o dé (sí) ____________?

Mo dé (sí) __________ lá +nọ́.

C-2

Ǹjó o máa kúrò ní __________ lọ́ +la?

Bẹ́ẹ̀ ni, mo máa kúrò ní ________ lọ́ +la.

Ó tì o, ǹ kò níí kúrò ni ______ lọ́ +la.

[Note: máa "will" is replaced by níí after kò. cf. note on wà in cycle 27.]

CYCLE 59

C-1

Is anybody home?

Yes, come in!

C-2

Where is ________________ ?
(any name)

He/she is not at home.

C-3

Where has he/she gone?

He/she has gone to ____________ .
(location)

C-4

When did he/she go?

He/she went yesterday.

C-5

When will he/she come back from ______________?

I don't know.

He/she will come back tomorrow.

C-6

Thank you.

Goodbye!

Ẹ̀KỌ́ 59

C-1

Ẹ kú ulé o.

O ò, ẹ ká +bọ̀!

C-2

____________ ńkọ́/dà?

Kò sí ní 'lé./kò sí ń 'lé.

C-3

Ḿ 'bo l' ó lọ?

Ó lọ (sí) ________________.

C-4

Ìgbà 'wo l' ó lọ?

Ó lọ lá +nọ́. / Ànọ́ l' ó lọ.

C-5

Ọjọ́ ọ̀wo l' ò máa kpadà lá +ti ____________?

N̄ kò mọ̀.

Ó máa kpadà lọ́ +la.

C-6

O ṣé o.

Ódìgba o!

CYCLE 60

M-1

A	B
Has arrived:	Ojo has arrived in Lagos.
has gone:	Ojo has gone to the market
has seen/found:	Ojo has found Mary.
has bought:	Ojo has bought a house.

M-2

A	B
	Has Ojo arrived in Lagos?

C-1

Has ______________ ______________________?
(anybody) (performed any activity

Yes, ______________ has ______________________.

Ẹ̀KỌ́ 60

M-1

A	B	C
ti dé:	Òjó ti dé sé +kó.	Òjó ti dé sí Èkó.
ti lọ:	Òjó ti lọ sọ́ 'jà.	" ti lọ sí Ọjà.
ti rí:	Òjó ti rí Mèrí	(Same as B)
ti rà:	Òjó ti ra ilé èkọn.	*Òjó ti ra ilé ìkọn.

M-2

A	B	C
	Ǹjó +jó ti dé sé +kó?	Ǹjẹ̀ òjò ti de sí Èkó ?

C-1

Ǹjẹ́ ________ ti ____________?

Bẹ́ẹ̀ ni, _______ ti _______________.

CYCLE 61

M-1

A	B
has not arrived:	Ojo has not arrived in Lagos.
has not gone:	" " " gone to the market.
has not found	" " " found Mary.
has not bought	" " " bought the house.

M-2

A	B
	Has Ojo arrived in Lagos?

C-1

Has __________ (person) ____________________ (activity)?

No, __________ has not ______________.

C-2

When will he/ she ______________ (activity)?

He/She will ________________ (activity) tomorrow.

ẸKỌ́ 61

M-1

A	B	C
kò tíì dé:	Òjó ò tíì dé sé +kó.	Òjó kò tíì dé sí Èkó.
kò tíì lọ:	" " " lọ sọ́ 'jà.	" " " lọ " ọjà.
kò tíì rí:	" " " rí Mèrí.	(Same as B)
kò tíì rà	" " " ra 'lé nọ́ọ̀.	Òjó kò tíì ra ilé nọ́ọ̀.

M-2

A	B	C
	Ǹjó +jó ti dé sé +kó?	Ǹjẹ́ Òjó ti dé sí Èkó?

C-1

Ǹjẹ́ _______ ti _______________?

Ó ti o, __________ ò tíì _____________.

C-2

Ọjọ́ ọ̀wo i' ó máa _____________?

Ó máa __________ lọ́ +la.

[Note: The adverb ti used for expressing the perfect tense becomes tíì after the negative kò; cf. notes on wà in cycle 27, and máa in cycle 58.]

CYCLE 62

M-1

A	B
market:	He has returned from the market.
school:	" has " " school.
Lagos:	" " " " Lagos.
farm:	" " " " his farm.

M-2

Has he returned from the market?

C-1

Has/have ________________ returned from ___________?
(person, pronoun) (location)

Yes, _________ has/have returned from ___________.

No, _________ has/have not returned from _________.

C-2

When did ___________ go to _____________?

He/she went to _____________ yesterday.

Ẹ̀KỌ́ 62

M-1

A	B	C
ọjà:	ŏ ti t' ọjà dé.	ó ti ti ọjà dé.
ilé ìwé:	" " t' ilé èwé dé.	ó ti ti ilé ìwé dé.
Èkó:	ó ti t' Èkó dé.	ó ti ti Èkó dé.
oko:	ó ti t' oko dé.	ó ti ti oko dé.

M-2

B	C
Ǹj' ó ti t' ọjà dé?	Ǹjẹ́ ó ti ti ọjà dé?

C-1

Ǹjẹ́ __________ ti ti ____________ dé?

Bẹ́ẹ̀ ni, ________ ti ti ____________ dé.

ó tì o, ________ ko tíì ti ____________ dé.

C-2

Ọjọ́ ọ̀wo l' ó lọ sí ____________?

Ànọ́˙l' ó lọ sí ____________.

[Note: In the sentences given above, the first ti is an adverb meaning "have, already", and used for expressing the perfect tense, while the second ti is a preposition meaning "from".]

CYCLE 63

M-1

A	B
I:	I am hungry.
You:	You are hungry.
We:	We are hungry.
They:	They are hungry.
Dada:	Dada is hungry.

M-2

A	B
be the matter:	What is the matter with you?
this morning:	What did you eat this morning?
nothing:	Nothing.

C-1

____________ , what's the matter?
(name)

I am hungry.

C-2

What did you eat this morning?

Nothing.

Ẹ̀KỌ́ 63

M-1

A	B	C
mí:	Ebí ń kpa mí	Ebi ń kpa mí.
ẹ́:	" " ẹ́.	Ebi ń kpa ẹ́.
wá:	" " wá.	" " " wá.
wọ́n:	" " wọ́n.	" " " wọ́n.
Dàda:	" " Dàda.	" " " Dàda.

M-2

A	B	C
dé:	Kí l' ó dé?	Kí ni ó dé?
àárọ̀ ('yí):	Kí l' o jẹ lá àárọ̀ 'yí?	Kí ni o jẹ ní òwúrọ̀ (èyí) ?
Ko sí:	Kò sí.	(Same as B)

C-1

__________, kí l' ó dé?

Ebí ń kpa mí.

C-2

Kí l' o jẹ lá àárọ̀ 'yí?

Kò sí.

CYCLE 64

M-1

A	B
bread:	I had bread for breakfast.
eggs:	I " eggs "
fish:	I " fish "
banana:	I " bananas "

M-2

A	B
	What did you have for breakfast?
yet/already:	Are you hungry yet?

C-1

Are you hungry yet?

Yes, I am hungry already.

C-2

What did you have for breakfast?

I had ______________ for breakfast.

ẸKỌ́ 64

M-1

A	B	C
búrẹ́dì:	Mo jẹ búrẹ́dì lá àárọ̀.	Mo jẹ búrẹ́dì ní òwúrọ̀.
ẹyin:	Mo j' ẹyin "	Mo jẹ ẹyin "
ẹja:	Mo j' ẹja "	Mo jẹ ẹja "
ọ̀gẹ̀dẹ̀:	Mo j' ọ̀gẹ̀dẹ̀ "	Mo jẹ ọ̀gẹ̀dẹ̀ "

M-2

A	B	C
	Kí l' o jẹ lá àárọ̀?	Kí ni o jẹ ní òwúrọ̀?
ti:	Ǹjé 'bí ti ń kpa ẹ́?	Ǹjẹ́ ebií ti ń kpa ẹ́?

C-1

Ǹjé 'bí ti ń kpa ẹ́?

Bẹ́ẹ̀ ni, ebí ti ń kpa mí.

C-2

Kí l' o jẹ lá àárọ̀.

Mo jẹ ________ lá àárọ̀.

CYCLE 65

M-1

A	B
meat:	We had meat for lunch.
rice:	" " rice "
water:	" drank water.
beer:	" drank beer.

M-2

A	B
	What did you have for lunch?
	What did you drink?
this afternoon:	What did you drink this afternoon?

C-1

What did you have for lunch?

We had ________ for lunch.

C-2

What did you drink?

We drank ____________.

Ẹ̀KỌ́ 65

M-1

A	B	C
ẹrọn:	A j' ẹrọn lọ́ +sọ́n.	A jẹ ẹrọn ní ọ̀sọ́n.
ìrẹsì:	A jẹ̀ 'rẹsì lọ́ +sọ́n.	" " ìrẹsì "
omi:	A m' omi.	A mu omi.
bíà:	A mu bíà.	A mu bíà.

M-2

A	B	C
	Kí l' ẹ jẹ lọ́ +sọ́n?	Kí ni ẹ jẹ ni ọ̀sọ́n?
	Kí l' ẹ mu?	Kí ni ẹ mu.
ọ̀sọ́n (+yí):	Kí l' ẹ mu lọ́ +sọ́n (+yí)?	

C-1

Kí l' ẹ jẹ lọ́ +sọ́n?

A jẹ __________ lọ́ +sọ́n.

C-2

Kí l' ẹ mu?

A mu ____________.

CYCLE 66

M-1

A	B
beans:	We shall have beans for supper.
meat:	" " meat "
palm wine:	We shall drink palm wine in the evening.

M-2

A	B
evening:	What shall we eat in the evening?
	What shall we have for supper?

C-1

What did you have for breakfast?

I had ___________ for breakfast.

C-2

What will you have for lunch?

I will have __________ for lunch.

C-3

What about supper?

I don't know.

I will have _________ for supper.

ẸKỌ́ 66

M-1

A	B	C
ẹ̀wà:	A máa j' ẹ̀wà lá 'lẹ́.	A máa jẹ ẹ̀wà ni alẹ́.
ẹrọn:	" " j' ẹrọn "	" " ẹrọn "
ẹmu:	" " mẹ 'mu "	" mu ẹmu "

M-2

A	B	C
alẹ́:	Kí l' a máa jẹ lá 'lẹ́?	Kí ni a máa jẹ ní alẹ́?
	Kí l' a máa jẹ lá 'lẹ́?	"

C-1

Kí l' o jẹ lá àárọ̀?

Mo jẹ ____________ lá àárọ̀.

C-2

Kí l' o máa jẹ lọ́ +sọ́n?

Mo máa jẹ __________ lọ́ +sọ́n.

C-3

Alẹ́ ńkọ́?

N̄ kò mọ̀.

Mo máa jẹ __________ lá 'lẹ́.

CYCLE 67

M-1

A	B
arrive:	He arrived yesterday morning.
	He arrived yesterday afternoon.
	He arrived yesterday evening.
	He will arrive this evening.
	He will arrive tomorrow morning.

M-2

A	B
	When did he arrive?

C-1

Where is __________?
(person)

He's gone to __________.
(location)

C-2

When did he/she go to ______________?

He/She went to ______________ yesterday ____________.

C-3

When will he/she be back?

He/She will be back __________________.

ẸKỌ́ 67

M-1

A	B	C
dé:	Ó dé lá àárọ̀ ànọ́.	Ó dé ní òwúrọ̀ ànọ́.
	" lọ́ +sọ́n "	" " " ọ̀sọ́n "
	" lá 'lẹ́ "	" " " alẹ́ "
	Ó máa dé lá 'lẹ́.	Ó máa dé ní alẹ́.
	Ó " " lá àárọ̀ ọ̀la.	Ó " " " àwúrọ̀ ọ̀la.

M-2

A	B	C
	Ìgbà 'wo l' ọ́ dé?	*Ìgbà èwo ni ó dé?

C-1

______________ńkọ́/dà?

Ó ti lọ sí ____________.

C-2

Ìgbà 'wo l' ó lọ sí ______________?

Ó lọ sí ___________ ní _______ ànọ́.

C-3

Ìgbà 'wo l' ó máa kpadà?

Ó máa kpadà ní ___________________.

CYCLE 68

M-1

A	B
restaurant:	I ate at a restaurant.
home:	I ate at home.
market:	I ate at the market.

M-2

A	B
	Where did you eat?

C-1

Have you eaten?

Yes, ______________________________.
(complete the sentence)

No, ______________________________.
(complete the sentence)

C-2

Where did you eat?

I ate at _______________.
(location)

C-3

What did you eat?

I ate ______________________________.

Ẹ̀KỌ́ 68

M-1

A	B	C
búkà:	Mo jẹun ní búkà.	*Mo jẹ ohun ní búkà.
ilé:	" " ní 'lé.	* " " " " ilé.
ọjà:	" " lọ́ 'jà.	* " " " " ọjà.

M-2

A	B	C
	Ḿ 'bo l' o ti jẹun?	*Ní ibi èwo ni o ti jẹ ohun?

C-1

Ǹjó o ti jẹun?

Bẹ́ẹ̀ ni ________.   Ó tì o, ________________.

C-2

Ḿ 'bo l' o ti jẹun?

Mo jẹun ní __________.

C-3

Kí l' o jẹ?

Mo jẹ ________________.

CYCLE 69

M-1

A	B
chicken:	I like chicken:
beef:	I " beef.
pork:	I " pork.
fish:	I " fish.

M-2

A	B
	What kind of meat do you like?
meat:	What kind of meat do you like?
to like:	" " "
too:	I like that, too.

C-1

What kind of meat do you like?

I like _______________.

C-2

What about _______________?
(type of meat)

I like that, too.

ÈKỌ́ 69

M-1

A	B	C
ẹrọn adìẹ:	Mo fẹ́+rọn ẹrọn adìẹ.	*Mo fẹ́ ọ̀rọ̀n ẹrọn adìẹ.
ẹrọn màlúù:	" " " màlúù.	*" " " màlúù.
" ẹlẹ́dẹ̀:	" " " ẹlẹ́dẹ̀.	*" " " " ẹlẹ́dẹ̀.
ẹja:	" " ẹja.	(Same as B)

M-2

A	B	C
	Irú ẹrọn`'wo l' o fẹ́+rọ̀n?	*Irú ẹrọn èwo ni o fẹ́ ọ̀rọ̀n?
ẹrọn:	" "	* " "
fẹ́+rọ̀n:	" "	* "
nọ́ọ̀:	Mo fẹ́+rọ̀n ìyẹn nọ́ọ̀.	*Mo fẹ́ ọ̀rọ̀n ìyẹn nọ́ọ̀.

C-1

Irú ẹrọn` wo l' o fẹ́+rọ̀n?

Mo fẹ́+rọ̀n ________________.

C-2

_______________ ńkọ́?

Mo fẹ́+rọ̀n ìyẹn nọ́ọ̀.

CYCLE 70

M-1

A	B
chicken:	I don't like chicken.
pork:	" " pork.
beans:	" " beans.
palm wine:	" " palm wine.

M-2

A	B
like:	Do you like beans?
want:	What do you want?
No!	No!

C-1

What do you want?

I want ______________.
(food item)

C-2

What about ____________________?
(another food item)

No, I don't like __________________.

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Ẹ̀KỌ́ 70

M-1

A	B	C
ẹron adìẹ:	N̄ kò fẹ́ +rọ̀n ẹrọn adìẹ.	*Ẽmi kò fẹ́ ọ̀rọ̀n ẹrọn adìẹ.
" ẹlẹ́dẹ̀:	" " " ẹlẹ́dẹ̀.	* " " " ẹlẹ́dẹ̀.
ẹ̀wà:	" " ẹ̀wà.	* " " ẹ̀wà.
ẹmu.	" " ẹmu.	* " " ẹmu.

M-2

A	B	C
fẹ́ +rọ̀n:	Ǹjó o fẹ́ +rọn ẹ̀wà?	*Ǹjẹ́ o fẹ́ ọ̀rọ̀n ẹ̀wà?
fẹ́:	Kí l' o fẹ́?	Kí ni o fẹ́?
Rárá:	Rárá.	

C-1

Kí l' o fẹ́?

Mo fẹ́ ____________.

C-2

______________ ńkọ́?

Rárá, N̄ kò fẹ́ +rọ̀n ____________.

CYCLE 71

M-1

A

cook:	She cooked yams.
fish:	" " fish.
pork:	" " pork
stew/soup:	" prepared stew/soup.

M-2

prepare:	What did she prepare?
cook:	" " " cook?

C-1

What did she cook?

She cooked ________________.
(food item)

C-2

When did she cook ________________?

She cooked ________________ ________________.
(food item) (time)

Ẹ̀KỌ́ 71

M-1

A	B	C
sè:	Ó se 'ṣu.	Ó se iṣu.
ẹja:	Ó se ẹja.	Ó se ẹja.
ẹrọn:	Ó se ẹrọn ẹlẹ́dẹ̀.	Ó se ẹrọn ẹlẹ́dẹ̀.
ọbẹ̀:	Ó se 'bẹ̀.	Ó se ọbẹ̀.

M-2

A	B	C
sè:	Kí l' ó sè?	Kí ni ó sè?
sè:	"	"

C-1

Kí l' ó sè?

Ó se ______________.

C-2

Ìgbà 'wo l' ó se ________________?

Ó se ______________ ní _____________ /

_____________ l' ó se ______________.

CYCLE 72

M-1

A	B
cook:	She cooked it.
	" is cooking it.
look for:	We looked for him/her.
	" are looking for him/her.
find/see:	We found him/her.
	We have found him/her.
to do:	He did not do it.

M-2

A	B
	Did you find her?

C-1

Did ________ (person) ____________ (activity) it/him/her?

Yes, ____________________ (complete the sentence).

No, ____________________ (complete the sentence).

Ẹ̀KỌ́ 72

M-1

A	B	C
sè:	O sè é.	Ó sè é.
	Ó ń sè é.	Ó ń sè é.
wá:	A wá a.	A wá a.
	A ń wá a.	A ń wá a.
rí	A rí i.	A rí i.
	A ti rí i.	A ti rí i.
ṣe:	Kò ṣe é/kò ṣé.	Kò ṣe é.

M-2

A	B	C
	Ǹjó o rí i?	Ǹjẹ́ o rí i?

C-1

Ǹjẹ́ ______________________________?

Bẹ́ẹ̀ ni, ______________________________.

Ó tì, ______________________________.

Note that the third person singular object pronoun is expressed by repeating the vowel of the verb, giving this vowel a mid tone if the tone of the verb is high, and a high tone in all other situations.

CYCLE 73

M-1

A	B
Dada:	Dada did it. (i.e. Dada is responsible)
John:	John " "
Mary:	Mary " "
Ojo:	Ojo isn't the person who did it.
David:	David isn't the person who did it.

M-2

A	B
who:	Who did it?
suppose:	I suppose John did it, am I right?

C-1

I suppose _________ did it, am I right?
(person)

No, ________ isn't the person who did it.

C-2

Who did it?

_________ did it.
(person)

Ẹ̀KỌ́ 73

M-1

A	B	C
Dàda:	Dàda l' ó ṣe é.	Dàda ni ó ṣe é.
Jọ̀ọ́nú:	Jọ̀ọ́nú "	Jọ̀ọ́nú "
Mèrí:	Mèrí "	Mèrí "
Òjó:	Òjó kọ́ l' ó ṣe é.	Òjó kó ni ó ṣe é.
Dáfíìdì:	Dáfíìdì kọ́ l'ó ṣe é.	Dáfíìdì kó 'ni ó ṣe é.

M-2

A	B	C
ta:	Ta l' ó ṣe é?	Ta ni ó ṣe é?
ṣé:	Ṣé Jọ̀ọ́nu l'ó ṣe é?	Ṣé Jọ̀ọ́nú ni ó ṣe é?

C-1

Ṣé ___________ l' ó ṣe é?

Rárá, ___________ kọ́ l'ó ṣe é.

C-2

Ta l' ó ṣe é?

___________ l' ó ṣe é.

CYCLE 74

M-1

A	B
I:	I didn't do it.
you:	You " " "
he/she	He/she " "
we:	We " " "
you:	You " " "
they:	They " " "

M-2

A	B
	I suppose you did it, right?

C-1

I suppose __________ did it, right?
(pronoun)
No, _______________ didn't do it.

C-2

Who did it?

I don't know.

____________ did it.
(person)

Ẹ̀KỌ́ 74

M-1

A	B	C
Èmi:	Èmi kọ́ l' ó ṣe é.	Èmi kọ́ ni ó ṣe é.
Ìwọ:	Ìwọ " "	Ìwo " "
Òun:	Òun " "	Òun " "
Ẹ̀yin:	Ẹ̀yin " "	Ẹ̀yin " "
Àwọn:	Àwọn " "	Àwọn " "

M-2

B	C
Ṣé +wọ l' ó ṣe é?	Ṣé ìwọ ni ó ṣe é?

C-1

Ṣé ____________________ l' ó ṣe é?

Rárá/Ó tì o, ________________ kọ́ l' ó ṣe é.

C-2

Ta l' ó ṣe é?

N̄ kò mọ̀.

____________ l' ó ṣe é.

CYCLE 75

M-1

A	B
book:	I have a book.
bicycle:	I have a bicycle.
store:	I own a store.
house:	I won a house.
bread:	We have bread, yams, and eggs.

M-2

A	B
own:	Who owns this store?
have:	Who owns this book?
	What do you have?

C-1

I am hungry. What do you have?

We have ____________________________.
(food items)

I want ____________________________.

ÈKỌ́ 75

M-1

A	B	C
ìwé:	Mo ní +wé èkọn.	*Mo ní ìwé ìkọn.
kẹ̀kẹ́:	" ní kẹ̀kẹ́ ẹ̀kọn.	*Mo ní kẹ̀kẹ́ ìkọn.
ṣọ́ọ̀bù:	" ní ṣọ́ọ̀bù 'kọn.	*Mo ní ṣọ́ọ̀bù ìkọn.
ilé:	" ní'lé èkọn.	*Mo ní ilé ìkọn.
búrẹ́dì:	" ní búrẹ́dì, iṣu àt' ẹyin.	*Mo ní búrẹ́dì, iṣu àti ẹyin.

M-1

A	B	C
ní:	Ta l' ó ni ṣọ́ọ̀bù 'yí?	*Ta ni ó ni ṣọ́ọ̀bù èyí?
ní:	Ta l' ó nì 'wé +yí?	*Ta ni ó ni ìwé èyí?
	Kí l'ẹ ní?	Kí ni ẹ ní?

C-1

a. Ebí ń kpa mí. Kí l' ẹ ní?

b. A ní ____________________.

a. Mo fẹ́ ____________________.

CYCLE 76

M-1

A	B
water:	Give me some water!
bread:	" " " bread!
an egg:	Give " an egg!
this book:	Give " this book!
money:	Give " some money!
to give:	" " " "

M-2

A	B
	Do you have bread?

C-1

I am hungry. Do you have ________________? (food item)

No, we don't have ________________________.

C-2

What about ____________________________? (another food item)

Yes, we have __________________________.

Give me _______________________________.

Ẹ̀KỌ́ 76

M-1

A	B	C
omi:	Fún mi ló 'mi.	Fún mi ní omi.
búrẹ́dì:	" " ní búrẹ́dì.	Fún mi ní búrẹ́dì.
ẹyin:	Fún mi lẹ́ 'yin` 'kọn.	*Fún mi ní ẹyin ìkọn.
ìwé +yí:	Fún mi ní +wé +yí.	*Fún mi ní ìwé èyí.
owó:	Fún mi ló 'wó.	Fún mi ní owó.
fún:	Fún mi ló 'wó.	Fún mi ní owó.

M-2

A	B	C
	Ǹjẹ́ e ní búrédì?	(Same as B)

C-1

Ebí ń kpa mí . Ǹjẹ́ ẹ ní ____________.

Ó tì o, a ò ní ______________________.

C-2

____________ ńkọ́?

A ní ________________.

Fún mi ní _________________.

> In constructions involving fún and two objects, the second object is always separated from the first by the element ní.

CYCLE 77

M-1

A	B
go:	I want to go there.
eat:	I want to eat bread.
buy:	I want to buy a bicycle.
sell:	I want to sell this book.
see:	I want to see you.

M-2

A	B
want to:	What do you want to do?

C-1

What do you want to eat?

I want to eat ______________.
(food item)

C-2

We don't have ______________. (food item) What about ___________? (food item)

No, I don't like __________. (food item) Do you have ______? (food)

Yes, we do.

Give me some _________________________. (food item)

Ẹ̀KỌ́ 77

M-1

A	B	C
lọ:	Mo fẹ́ẹ́ lọ sí 'bẹ̀.	*Mo fẹ́ẹ́ lọ (fẹ́ lílọ) sí ibẹ̀.
jẹ:	" " jẹ búrẹ́dì.	(Same as B)
rà:	" " ra kẹ̀kẹ́ ẹ̀kọn	*Mo fẹ́ẹ́ ra kẹ̀kẹ́ ìkọn.
tà:	" " tà 'wé +yí.	*Mo fẹ́ẹ́ ra ìwé èyí.
rí:	" " rí ẹ.	(Same as B)

M-2

A		
fẹ́ẹ́:	Kí l' o fẹ́ẹ́ ṣe?	Kí ni o fẹ́ẹ́ ṣe?

C-1

a. Ki l' o fẹ́ẹ́ jẹ?

b. Mo fẹ́ẹ́ jẹ __________.

C-2

a. A ò ni __________. ________________ ńkọ́?

b. Ó tì o, n̄ kò fẹ́ +ròn ________________. Ǹjẹ́ ẹ ni ____________ ?

a. Bẹ́ẹ̀ ni, a ní.

b. Fún mi ní ____________________.

CYCLE 78

For this class, let each trainee describe a meal he or she had recently. Such a description should include:
place
time
types of food and drinks had.
Help the trainees out with the names of foods not already mentioned in the preceding cycles.

Remind the trainees again to practice at least the C-phase of each cycle covered. Encourage them to make up dialogues of their own patterned after such cycles as 38, 59, 67, and 77. Have such dialogues acted out in class every so often.

CYCLE 79

M-1

A	B
Ojo:	Ojo is a student.
Mary:	Mary is a student.
John:	John is a student.

M-2

A	B
primary school:	He goes to a primary school.
high school:	" " " high school.
university:	" " " university.

C-1

Is ________ a student?
(trainee)

Yes, __________ is a student.

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ẸKỌ̀́ 79

M-1

A	B	C
Òjó:	Ọmọ ọlé èwé l' Òjó.	Ọmọ ilé ìwé ni Òjó.
Mèrí	" ni Mèrí.	" " " Mèrí
Jọ̀ọ́nú:	" ni Jọ̀ọ́nú.	" " " Jọ̀ọ́nú.

M-2

A	B	C
ilé ìwé alá +kọ́bẹ̀rẹ̀:	Ilé èwé alá +kọ́bẹ̀rẹ̀ l' ó _n lọ.	*Ilé ìwé oníàkọ́kọ́bẹ̀rẹ̀ ni ó ń lọ.
ilé ìwé gíga:	Ilé èwé gíga l'ó n lọ.	Ilé ìwé gíga ni ó ńlọ.
Yunifásítì:	Yunifásítì (University) l'ó ń lọ.	Yunifásítì (University) ni ó ń lọ.

C-1

Ǹjọ́ 'mọ ọlé èwé ni ______________?

Bẹ́ẹ̀ ni, ọmọ ọlé èwé ni ____________.

CYCLE 79 (continued)

C-2

What type of school does he go to?

He goes to a ______________________.
(type of institution)

C-3

What's the name of the school?

Its name is ____________________.

C-4

Where is it?

It's in/on ________________________.
(street, town, city)

Ẹ̀KỌ́ 79

C-2

Irú ulé èwé èwo l' ó ń lọ?

______________ l' ó ń lọ.

C-3

Kí l' orúkọ ọlé èwé nọ́ọ̀?

______________ l'orúkọ ọlé èwé nọ́ọ̀.

C-4

Ḿ 'bo l' ó wà?

Ó wà ní ____________________.

CYCLE 80

M-1

A	B
Ojo:	Ojo is a worker.
Dàda:	Dada " "
Mary:	Mary " "
John:	John " "

M-2

A	B
primary school:	He went to a primary school.
high school:	" " high school.
university:	" " university.

C-1

Is _________ a student?
(trainee)

Yes, ______________________________.
(complete the sentence)

No, __________ isn't a student, he/she is a worker.

C-2

Did _______________ go to school?

No, _______________________________.
(complete the sentence)

C-3

What kind of school did _________ go to?

He/she went to ____________________.
(type of school)

Ẹ̀KỌ́ 80

M-1

A

Òjo:	Ọ̀ṣìṣẹ́ l' Òjo.	Ọ̀ṣìṣẹ́ ni Òjó.
Dàda:	" ni Dàda.	" " Dàda.
Mèrí:	" " Mèrí.	" " Mèrí.
Jọ̀ọ́nú;	" " Jọ̀ọ́nú.	" " Jọ̀ọ́nú.

M-2

A

ilé ìwé alá+kọ́bẹ̀rẹ̀:	Ilé èwé alá+kọ́bẹ̀rẹ̀ l' ó lọ.	*Ilé iwé oniàkọ́kọ́bẹ̀rẹ̀ ni ó lọ.
ilé iwé gíga:	Ilé èwé gíga l' ó lọ.	Ilé iwé gíga ni ó lọ.
yunifásítì:	Yunifásítì ('University') l' ó lọ.	Yunifásítì ('University') ni ó lọ.

C-1

Ǹjọ́ 'mọ ọlé èwé ni ____________________?

Bẹ́ẹ̀ ni, ______________________

Rárá, ọmọ ọ̀lé èwé kọ́ ni ______________, ọ̀ṣìṣẹ́ ni.

C-2

Ǹjẹ́ lọ ọlé èwé?

ó tì, __________________.

Bẹ́ẹ̀ ni, ___________________.

C-3

Irú ulé èwé èwo l' ó lọ?

Ó lọ _______ / __________ l' ó lọ.

CYCLE 80 (continued)

C-4

What's the name of the school?

Its name is ________________.

C-5

Where is it?

It's in/on ____.
(street, city, state, region, country)

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Ẹ̀KỌ́ 80 (continued)

C-4

Ki l' orúkọ ọlé èwé nọ́ọ̀?

_______________ l' orúkọ ọlé èwé nọ́ọ̀.

C-5

Ḿ 'bo l' ó wà?

Ó wà ní _________________ / __________ l' ó wà.

CYCLE 81

M-1

A	B
to start:	He started school in 1948.
enter:	He entered high school in 1948.
graduate:	He graduated in 1948.
finish/complete:	He completed his studies in 1948.

M-2

A	B
what year:	What year did he start school?
finish/complete:	What year did he complete his studies?
studies:	" " " "
be trained:	Where was he trained?

C-1

Where was ________ trained?
(person)

____________ was trained at ______________________.
(name of institution)

C-2

When did he/she enter ________________?

He/She entered ____________ in ________________.

C-3

When did he/she complete his/her studies at ______________?

He/She completed his/her studies at ____________ in ________________.

Ẹ̀KỌ 81

M-1

A	B	C
bẹ̀rẹ̀:	Ó bẹ̀rẹ 'lé èwé ní (ọdún) 1948.	Ó bẹ̀rẹ̀ ilé ìwé ní (ọdún) 1948.
wọ̀:	Ó wọ ọlé èwé gíga ní (ọdún) 1948.	Ó wọ ilé ìwé gíga ní (ọdún) 1948.
já +de:	Ó já +de ní (ọdún) 1948.	*Ó já òde ní(ọdún) 1948.
kparí:	Ó kparí èkọ́ ọrẹ̀ ní (ọdún) 1948.	*Ó kparí ẹ̀kọ́ irẹ̀ ní (ọdún) 1948.

M-2

A	B	C
ọdún 'wo:	Ọdún 'wo l' ó vẹ̀rẹ 'lé èwé?	*Ọdún èwo ni ó bẹ̀rẹ̀ ilé ìwé?
kpari:	Ọdún wo l'ó kparí ẹ̀kọ́ ọrẹ̀?	*Odún èwo ni ó kperíẹ̀kọ́ irẹ̀?
ẹ̀kọ́:	Ọdún 'wo l'ó kparí ẹ̀kọ́ ọrẹ̀?	(As above)
kọ́ ẹ̀kọ́:	Ḿ'bo l' ó ti kẹ́ +kọ́?	*Ní ibi èwo ni ó ti kọ́ ẹ̀kọ́?

C-1

Ḿ 'bo ni __________ ti kẹ́ +kọ́?

______________ ni ___________ti kẹ́ +kọ́.

C-2

Ọdún 'wo l' ó wọ ____________?

(Ọdún) ________ l' ó wọ ______________.

C-3

Ọdún 'wo l' ó kparí ẹ̀kọ́ ọrẹ̀ ní ___________?

(Ọdún) ________ l' ó kparí ẹ̀kọ́ ọrẹ̀ ní ____________.

CYCLE 82

M-1

A	B
one:	I was a student for one year.
two:	" " " two years.
three:	" " " three years.
four:	" " " four years.
five:	" " " five " .

M-2

A	B
how many:	For how many years were you a student?
for (prep.):	" "
year/years:	" "

C-1

For how many years was/were ______________ a student at ______________?
(noun, pron.) (institution)

______________ was a student at ____________ for ______________ years.

C-2

When did _________ graduate from __________________?
(name of school)

_____________ graduated from __________ in _____________.
(date)

Ẹ̀KỌ́ 82

M-1

A	B	C
ìkọn:	Mo kẹ́ +kọ́ fún ọdún kọn.	Mo kọ́ ẹ̀kọ́ fún ọdún ìkọn.
mé+jì:	"　" ọdún mè+jì.	"　"　" méèjì.
mẹ́+ta:	"　"　" mẹ́+ta.	"　"　" mẹ́ẹ̀ta.
mẹ́+rin:	"　"　" mẹ́+rin.	"　"　" mẹ́ẹ̀rin.
má+rún:	"　"　" má+rún.	"　"　" máàrún.

M-2

A	B	C
mé+ló:	Ọdún mé+ló l' o kẹ́ +kọ́ fún?	Ọdún méèló ni o kọ́ ẹ̀kọ́ fún?
fún:	"	"
ọdún:	"	"

C-1

Ọdún mé+ló ni ______________ kẹ́ +kọ́ fún ni ____________?

________ kẹ́ +kọ́ fún ọdún ____________ ni ________________.

C-2

Ọdún´ 'wo l' ó já +de ní ______________?

(Ọdún) ________________ l' ó já +de ní ___________.

CYCLE 83

Have each student give a brief account of his/her school career, stating the names and the locations of the institutions attended, and the dates of attendance.

or

Those trainees who prefer it should each select an individual from outside the class, preferably known to some, or all, of the members of the class, and describe his or her school career along the lines suggested above.

CYCLE 84

M-1

A	B
U.S.:	I was in the U.S. for two years.
Nigeria:	" " Nigeria " " .
Congo:	" " the Congo " " .
school:	" at the school for two years.
there:	" was there for two years.

M-2

A	B
spend time:	How many years did you spend there?
	How many years were you there?

C-1

Where did __________ go to school?

_____________ went to school in/at ________________.
(city, country)

C-2

How many years did _______ spend in/at ____________?

He/She spent ____________ years in/at ______________.

Ẹ̀KỌ 84

M-1

A	B	C
Amẹ́ríkà:	Mo lo/ṣe ọdún mé+jì lá 'mẹ́ríkà.	Mo lo/ṣe ọdún méèjì ní Amẹ́ríkà.
Nàìjíríà:	Mo lo/ṣe ọdún mé+jì ní Nàìjíríà.	Mo lo/ṣe ọdún méèjì ní Nàìjíríà.
Kóńgò:	" " " Kóńgò.	" " " Kóńgò.
ilé ìwé nọ́ọ̀:	" " ní'lé èwé nọ́ọ̀.	" " " ilé ìwé nọ́ọ̀.
ibẹ̀:	" " ní 'bẹ̀.	" " " ibẹ̀.

M-2

A	B	C
lò/ṣe:	Ọdún mó+ló l'o ṣe ní 'bẹ̀?	Ọdún méèló ni o ṣe ní ibẹ̀?
		"

C-1

Ḿ 'bo ni __________ ti lọ ọlé èwé?

__________ ni ___________ ti lọ ọlé èwé.

C-2

Ọdún mé+ló ni __________ ṣe ní ______________ ?

Ọdún _____ l' ó ṣe ní _____________.

CYCLE 85

M-1

A	B
hours:	I have spent two hours here.
days:	I " " " days "
weeks:	I " " " weeks "
months:	I " " " months "
years:	I " " " years "

M-2

A	B
	How many weeks have you spent here?

C-1

How many ________ have you spent in/at ____________?
(location)

I have spent ________ in/at ____________.

ẸKỌ́ 85

M-1

A	B	C
wákàtí:	Mo ti lo/ṣe wákàtí mé+jì ní 'bí.	Mo ti lo/ṣe wákàti méèji ní ibí.
ọjọ́:	" ọjọ́ "	" " ọjọ́ " "
ọ̀sẹ̀:	" ọ̀sẹ̀ "	" " ọ̀sẹ̀ " "
oṣù:	" oṣù "	" " oṣù " "
ọdún:	" ọdún "	" " ọdún " "

M-2

B	C
Ọ̀sẹ̀ mé+ló l' o ti lo/ṣe ní 'bí?	Ọ̀sẹ̀ méèló ni o ti lo/ṣe ní ibí?

C-1

______________ mé+ló l' o ti ṣe ní __________?

Mo ti ṣe _________________ ni ________________.

CYCLE 86

M-1

A	B
first:	This is my first month here.
second:	" " second month here.
third:	" " third month here.
fourth:	" " fourth month here.
fifth:	" " fifth month here.

M-2

A	B
	How many months have you spent here?
now:	Where do you live now?
	It's been ages !

C-1

It's been ages, ________! (name)

Where do you live now?

I now live in/at/on __________. (location)

C-2

How many ________ have you spent there?

This is my __________ (ordinal no.) _______ (time) there.

ẸKỌ 86

M-1

A	B	C
ìkíní:	Oṣù 'kínní ìmi nì 'yí ní 'bí.	*Oṣù ìkínní èmi ni èyi ní ibí.
ìké+jì:	" 'ké+jì 'mi "	*Oṣù ìkéèjì èmi " "
ìkẹ́+ta:	" 'kẹ́+ta àmi "	* " ìkẹ́ẹ̀ta " " "
ìkẹ́+rin:	" 'kẹ́+rin` 'mi "	* " ìkẹ́ẹ̀rin " " "
ìká+rún:	" 'ká+rún` 'mi "	* " ìkáàrún èmi " "

M-2

A		
	Oṣù mé+lo l' o ti ṣe ní 'bi?	Oṣu méèló ni o ti ṣe ní ibí?
ńsìnyí:	Ḿ'bo l' o wá ń gbé ńsìnyí?	*Ní ibi èwo ni o wá ń gbé ní ísìn èyí?
	Ẹ mà ká +ti jọ́ ọ̀.	*E mà kú àti ojọ́ (ijọ́) ọ̀.

C-1

À' _______________, o mà ká +ti jọ́ ọ̀.

Ḿ 'bo l' o wá ń gbé ńsìnyí?

__________ ni mo ń gbé.

C-2

_____________ mé+lo l' o ti lo/ṣe ní 'bẹ̀?

_______________ 'mi nì 'yí ní 'bẹ̀.

CYCLE 87

M-1

A	B
Ibadan:	I work at Ibadan.
school:	I " in a school.
farm:	I " on a farm.
office:	I " in an office.
market:	I " in the market.
store:	I " in a store.

M-2

A	B
to work:	Where do you work?

C-1

Where do you work?

I work in/on ______________.

C-2

How many _______ (time) have you spent there?

This is my ______________ (ordinal no.) __________ (time) there.

> Bring to the trainees' attention the fact that English 'I am working' and 'I work' are rendered rather ambiguously in Yoruba by the same construction, cf. cycle 52. Ambiguity may be avoided by adding an adverb, cf. cycle 55 and 87.

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Ẹ̀KỌ́ 87

M-1

A	B	C
Ìbàdọ̀n:	Ibàdọ̀n ni mo ti ń ṣ' iṣẹ́.	Ìbàdọ̀n ni mo ti ń ṣe iṣẹ́.
ilé iwé:	Ilé èwé " "	Ilé iwé " "
oko:	Oko " "	Oko " "
ọọ́fíìsì:	Ọọ́fíìsì " "	Ọọ́fíìsì " "
ọjà:	Ọjà " "	Ọjà " "
ṣọ́ọ̀bù:	Ṣọ́ọ̀bù " "	Ṣọ́ọ̀bù " "

M-2

A	B	C
ṣ' iṣẹ́:	Ḿ 'bo l' o ti ń ṣ' iṣẹ́.	*Ní ibi èwo ni o ti ń ṣe iṣẹ́?

C-1

Ḿ 'bo l' o ti n ṣ' iṣẹ́?

____________ ni mo ti ń ṣ' iṣẹ́.

C-2

______________ mé+ló l' o ti lò ní 'bẹ̀?

_________________ mi nì 'yí ní 'bẹ̀.

CYCLE 88

M-1

A	B
sell:	She (usually) sells fish.
" :	She " sells it here.
buy:	" " buys fish here.
" :	" " " it "
eat:	I " eat bread for breakfast.

M-2

A	B
usually:	Where does she usually buy fish?

C-1

What do you usually eat for ________________________? (breakfast, lunch, supper)

I usually eat ____________ (food item) for ____________.

C-2

Where do you usually buy the ____________? (food item)

I usually buy the __________ in/at/on ____________ (location).

[Note: The Yoruba words for "will" (auxiliary) and "usually" (adverb) are pronounced alike.]

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Ẹ̀KỌ́ 88

M-1

A	B	C
tà:	Ẹja l' ó (máa) ń tà.	Ẹja ni ó (máa) ń tà.
"	Ibí l' ó ti (máa) ń tà á.	Ibí ni ó ti (máa) ń tà á.
rà:	Ibí l' ó ti (máa) ń r' ẹja.	Ibí ni ó ti (máa) ń ra ẹja.
"	" " " " rà á.	" " " " " rà á.
jẹ:	Búrẹ́dì ni mo (máa) ń jẹ lá àárọ̀.	Búrẹ́dì ni mo (máa) ń jẹ ní òwúrọ̀.

M-2

A	B	C
maa ń:	Ḿ 'bo l' ó ti máa ń r' ẹja?	*Ní ibi èwo ni ó ti máa ń ra ẹja?
ń:	Ḿ 'bo l' ó ti ń r' ẹja?	*Ní ibi èwo ni ó ti ń ra ẹja?

C-1

Kí l' o máa ń jẹ ní _______________.

______________ ni mo máa ń jẹ ní _____________.

C-2

Ḿ 'bo l' o ti (máa) ń ra _____________.

_____________ ni mo ti (máa) ń ra _____________.

[Any Yoruba element in parenthesis is optional.]

CYCLE 89

M-1

A	B
teaching:	I teach school.
farm:	I farm.
trading:	I trade.

M-2

A	B
work:	What work do you do?

C-1

What work do you do?

I ____________________.
(work)

C-2

Where do you work?

I work in/at/on ____________________.
(location)

C-3

How many ______________ have you spent there?

This is my ______________ __________ there.
(ordinal no.) (time)

I have spent __________ there.
(time)

ẸKỌ́ 89

M-1

A	B	C
iṣẹ́ olùkọ́:	Iṣẹ́ olùkọ́ ni mo ń ṣe.	Iṣé olùkọ́ ni mo ń ṣe.
" oko:	Iṣẹ́ oko " "	" oko " "
" òwò:	Iṣẹ́ òwò "	" òwò " "

M-2

A	B	C
iṣẹ́:	Irú uṣẹ́ ẹ̀wo l' o ń ṣe?	*Irú iṣẹ́ èwo ni o ń ṣe?

C-1

Irú uṣẹ́ ẹ̀wo l' o ń ṣe?

Iṣẹ́ _______________ ni mo ń ṣe.

C-2

M 'bo l' o ti ń ṣ' iṣẹ́?

____________________ ni mo ti ń ṣ' iṣẹ́.

C-3

____________ mé+ló l' o ti ṣe/lo ní 'bẹ̀?

________________ mi ní 'bẹ̀ nì 'yí.

Mo ti lo/se _________ ní 'bẹ̀.

CYCLE 90

M-1

A	B
teacher:	I am a school teacher.
farmer:	I am a farmer.
merchant/trader:	" " trader.

C-1

Are you a ____________?
(profession)

No, I am a ______________.
(profession)

C-2

Where do you work?

I work in/at ____________.
(location)

C-3

I know the place; it's near ___________, right?

That's right!

Ẹ̀KỌ́ 90

M-1

A	B	C
olùkọ́:	Olùkọ́ ni mí	Olùkọ́ ni mi (èmi?)
àgbẹ̀:	Àgbẹ̀ ni mí.	Àgbẹ̀ " ."
oní+ṣòwò:	Oní+sòwò ni mí.	*Oníìṣeòwò ni mi.

C-1

Ǹjẹ́ ____________ ni ẹ́?

Rárá, _________ ni mí.

C-2

Ḿ 'bo l' o ti ń ṣ' iṣẹ́?

____________ ni mo ti ń ṣ' iṣẹ́.

C-3

Mo mọ 'bẹ̀; ṣ' ó wà lé +bá __________?

Bẹ́ẹ̀ ni.

CYCLE 91

M-1

A	B
farm:	I own a farm.
road:	It is located on the road to Ifẹ.
large:	It's a large farm.
small:	It's a small farm.

M-2

A	B
	Where do you have your farm?

C-1

What work do you do?

I farm.

C-2

Where do you have your farm?

It's located on the road to ____________.
(city, town)

C-3

It's a large farm, am I right?

Yes, it's a large farm.

No, it's a small farm.

ẸKỌ́ 91

M-1

A	B	C
oko:	Mo ló 'kɔ òkọn.	*Mo ní oko ìkọn.
ọ̀nọ̀:	Ó wà lọ́ +nọ̀ Ifẹ̀.	Ó wà ní ọ̀nọ̀ Ifẹ̀.
ńlá:	Oko ńlá ni.	Oko ńlá (lílá) ni.
kékeré:	Oko kékeré ni.	Oko kékeré ni.

M-2

A	B	C
	M'.bo l' o ló 'ko sí?	*Ní ibi èwo ni o ní oko sí?

C-1

Irú uṣẹ́ ẹ̀wo l' o ń ṣe?

Iṣẹ́ oko ni mo ń ṣe.

C-2

Ḿ 'bo l' o ló 'ko sí?

Mo ló 'ko sọ́ +nọ̀ ______________.

C-3

Ṣó 'ko ńlá ni?

Bẹ́ẹ̀ ni, oko ńlá ni.

Ó tì o, oko kékeré ni.

CYCLE 92

M-1

A	B
be large:	The farm is large.
large:	It's a large farm.
large:	It's a large farm.

M-2

A	B
be small:	Is the farm small?
small:	Is it a small farm?

C-1

Is the farm ______________________?
(small, large)

Yes, ______________________________.
(complete the sentence)

No, _______________________________.
(complete the sentence)

No, it is a ______________ farm.
(adjective)

Ẹ̀KỌ́ 92

M-1

A	B	C
tóbi:	Oko nọ́ọ̀´ tóbi.	(Same as B)
títóbi:	Oko títóbi ni.	"
ńlá:	Oko ńlá ni.	Oko ńlá (lílá?) ni.

M-2

A		
kéré:	Njó 'ko nọ́ọ̀´ kéré?	Ǹjẹ́ oko nọ́ọ̀´ kéré?
kékeré:	Njó 'ko kékeré ni?	Njẹ́ oko kékeré ni?

C-1

Njó 'ko nọ́ọ̀´ ________________?

Bẹ́ẹ̀ ni, ____________________.

Ó tì o, ____________________.

Ó tì, oko ________________ ni.

CYCLE 93

M-1

A	B
corn:	I raise corn.
yams:	I " yams.
peanuts:	I " peanuts.
potatoes:	I " potatoes (sweet potatoes, i.e.)

M-2

A	B
farmers:	What do farmers raise in Ghana?
to raise:	" " "

C-1

What do farmers raise in ____________________?
(country)

Farmers raise __________, ________, and ________ in ______________.
(crop) (crop) (crop)

C-2

Do they raise _____________?
(crop)

Yes, ___________________________.
(complete the sentence)

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ẸKỌ 93

M-1

A	B	C
àgbàdo:	Mo (máa) ń gbàn 'gbàdo.	Mo (máa) ń gbin àgbàdo.
iṣu:	" " " gbin 'ṣu.	" " " " iṣu.
ẹ̀kpà:	" " " gbẹ̀n 'kpà.	" " " " ẹ̀kpà.
kúkúǹdùkú:	" " " gbin kúkúǹdùkú.	(Same as B)

M-2

A	B	C
	Kí l' àwọn àgbẹ̀ẹ Gánà' (máa) ń gbìn.	Kí ni àwọn
àwọn àgbẹ̀:	" " "	ágbẹ̀ẹ Gánà'
gbìn:	" " "	(máa) ń gbìn?

C-1

Kí l'àwọn àgbẹ̀ _________ (máa) ń gbìn?

_________ _________ àti _________ l' àwọn àgbẹ̀ ______ (máa) ń gbìn.

C-2

Ǹjẹ́ wọ́n (máa) ń gbin ____________________?

Bẹ́ẹ̀ ni, ____________________________.

CYCLE 94

M-1

A	B
hoes:	I use hoes.
machetes:	I use machetes.
machines:	I don't use machines.

M-2

A	B
implements/instruments	What implements do you use?

C-1

Do you use machines?

No, I don't use machines.

C-2

What implements do you use?

I use ____________ and ______________.

C-3

Who made them?

I don't know.

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Ẹ̀KỌ́ 94

M-1

A	B	C
ọkọ́:	Ọkọ́ ni mo ń lò.	(Same as B)
àdá:	Àdá "	"
ẹ̀rọ:	Ñ kìí l' ẹ̀rọ.	Emi kò ń lo ẹ̀rọ.

M-2

A	B	C
irin iṣẹ́:	Irú urin iṣẹ́ ẹ̀wo l' o ń lò?	*Irú irin iṣẹ́ èwo ni o ń lò?

C-1

Njó o (máa) ń l' ẹ̀rọ?

Ó tì o, ñ kìí l' ẹ̀rọ.

C-2

Irú urin iṣẹ́ ẹ̀wo l' o (máa) ń lò?

__________ àti ___________ ni mo (máa) ń lò.

C-3

Ta ní ṣe wọ́n?

Ñ kò mọ̀.

CYCLE 95

C-1

What implements do farmers use in ____________?
(country)

They use __________, ___________, _________ etc.

C-2

Do they raise ___________?
(crops)

Yes, ________________________.
(complete the sentence)

No, __________________________.
(complete the sentence)

For the remainder of the period, find out what work each trainee does or likes to do, and supply him or her with vocabulary items dealing with the following aspects of this work:

1. name of work
2. where it is done
3. implements or instruments and raw materials used
4. end products

At the end of this class, ask each trainee to prepare a short description of his or her work for the next class or for tomorrow.

CYCLE 96

Have each trainee describe his or her work briefly along the lines suggested at the end of the last cycle.

If necessary, use part of the time intended for the next cycle.

Correct every error in pronunciation or in usage.

Ẹ̀KỌ́ 95

C-1

Iru urin iṣẹ́ ẹ̀wo l' àwọn àgbẹ̀ ______(máa) ń lò?

________, ________, __________ ni wọ́n (máa) ń lò.

C-2

Ńjẹ́ wọ́n (máa) ń gbin __________?

Bẹ́ẹ̀ ni, ________________________.

Ó tì o, ________________________.

CYCLE 97

M-1

A	B
store:	I own a large store on Ereko street
different kinds:	I sell different kinds of things.
things:	" " "
like:	Things like watches, clothes, shoes, and hats.

M-2

A	B
clothes:	Do you sell clothes?
shoes:	" " " shoes?
hats:	" " " hats?
bags:	" " " bags?
watches:	" " " watches?

C-1

What do you sell in your store?

I sell different kinds of things.

C-2

Things like what, for instance?

Things like ________________________.
(list of articles)

ẸKỌ́ 97

M-1

A	B	C
ṣọ́ọ̀bù:	Mo ní ṣọ́ọ̀bù ńlá àkọn sé 'réko.	*Mo ní ṣọ́ọ̀bù ńlá ìkọn sí Eréko.
oríṣirí+ṣi:	Oríṣirí+ṣi n̄ǹkọn ni mo ń tà.	*Oríṣiríìṣi ohunìkọn ni mo ń tà.
n̄ǹkọn:	" " " "	" " ".
bí	N̄ǹkọn bá aago àt' aṣọ àti bàtà àti fìlà.	*Ohun ìkon bí agogo àti aṣọ àti. bàtà àti fìlà.

M-2

A	B	C
aṣọ:	Ǹjẹ́ ẹ ń t' aṣọ?	Ǹjẹ́ ẹ ń ta aṣọ?
bàta:	" " " ta bàtà?	" " " bàtà?
fìlà:	" " " " fìlà?	" " " fìlà?
àkpò:	" " " t' àkpò?	" " " àkpò?
agogo:	" " " t' aago?	" " " agogo?

C-1

Kí l' o ń ta ní ṣọ́ọ̀bù rẹ?

Oríṣirí+ṣi n̄ǹkọn ni mo ń tà.

C-2

N̄ǹkọn bíi kí ni?

N̄ǹkọn bí ___________.

CYCLE 98

M-1

A	B
black:	I have black bags.
white:	" " white "
red:	" " red "
big:	" " big "
small:	" " small "

M-2

A	B
be black:	Is the bag black?
be white:	" " " white?
be red:	" " " red?
be big:	" " " big?
be small:	" " " small?

C-1

a. What kinds of ____________ do you have?
(article)

b. You want to buy one, right?

a. Yes!

b. Well, I have ________________ ______________________.
(sizes, colors) (list of articles)

Ẹ̀KỌ́ 98

M-1

A	B	C
dúdú:	Mo lá +kpò dúdú.	Mo ní àkpò dúdú.
funfun:	" funfun.	" funfun.
kpukpa:	" kpukpa.	" kpukpa.
ńlá:	" ńlá.	" ńlá
kékeré.	" kékeré.	" kékeré.

M-2

A	B	C
dúdú:	Ǹjá +kpò nọ́ọ̀´dúdú?	Ǹjẹ́ àkpò nọ́ọ̀´dúdú?
funfun:	" funfun?	" funfun?
kpukpa:	" kpukpa?	" kpukpa?
tóbi:	" tóbi?	" tóbi?
kéré:	" kéré?	" kéré?

C-1

a. Irú _________ 'wo l' ẹ ní?

b. Ṣẹ́ ẹ fẹ́ẹ́ rà 'kọn ni?

a. Bẹ́ẹ̀ ni.

b. A ní ____________________.

CYCLE 99

M-1

A	B
red:	It's red.
black:	" black.
as...as:	This is as black as that.
big:	This is as big as that.
small:	This is as small as that.

M-2

A	B
color:	What is the color of the bag?
	How large is the bag?
	Where did you buy it?

C-1

What color is the ____________?
(article)

It's ____________.

C-2

How large/small is it?

It's as large/small as this ____________.
(any item)

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ẸKỌ 99

M-1

A	B	C
kpukpa:	Kpukpa ni./Ó kpukpa.	(Same as B)
dúdú:	Dúdú ni./Ó dúdú.	"
tó:	Èyí dúdú tó +yẹn.	Èyí dúdú tó ìyẹn.
tóbi:	" tóbi "	" tóbi " "
kéré:	" kéré "	" kéré " "

M-2

A	B	C
àwọ̀:	Kí l' àwọ̀ àkpò nọ́ọ̀?	Kí ni àwọ̀ àkpò nọ́ọ̀?
	Kí l' àkpò nọ́ọ̀´ti tóbi tó?	Kí ni àkpò nọ́ọ̀´ti tóbi tó?
	Ḿ 'bo l' o ti rà á?	*Ní ibi èwo ni o ti rà á?

C-1

Kí l' àwọ̀ __________ nọ́ọ̀?

__________ ni./Ó __________.

C-2

Kí l' ó ti tóbi/kéré tó?

Ó tóbi/kéré tó __________.

CYCLE 99 (continued)

C-3

Where did you buy it?

I bought it at ________'s store.
(person)

C-4

Where is it (store)?

It's on ________ street, near ________________________________.
(public building; wellknown location)

Ẹ̀KỌ́ 99

C-3

Ḿ 'bo l' o ti rà á?

Ṣọ́ọ̀bù __________ ni mo ti rà á.

C-4

Ḿ 'bo l' ó wà?

Ó wà ní ____________, lẹ́ bá ______________.

CYCLE 100

M-1

A	B
expensive:	It's expensive.
more:	This is more expensive.
more than:	This is more expensive than that.
less than:	" " less " " "
as...as	" " as " as "

M-2

A	B
to cost:	Which costs more?
more:	" " "
or:	This or that?

C-1

What do you sell here?

We sell _______, _______, and _______ bags.
(color) (color) (color)

C-2

Which costs more, a _______ bag or a _______ bag?
(color) (color)

The _________ bag costs more.

The _________ bag costs as much as the _________ bag.

The _________ bag is less expensive than the ______ bag.

Ẹ̀KỌ́ 100

M-1

A	B	C
wọ́n:	ó wọ́n.	ó wọ́n.
jù:	Èyí l' ó wọ́n jù.	Èyí ni ó wọ́n jù.
jù:	Èyí wọ́n jù 'yẹn.	Èyí wọ́n ju ìyẹn.
kò...tó:	Èyí ò wọ́n tó +yẹn.	Èyí kò wọ́n tó ìyẹn.
tó:	Èyí wọ́n tó +yẹn.	Èyí wọ́n tó ìyẹn.

M-2

A	B	C
wọ́n:	Ewo l' ó wọ́n jù?	Ewo ni ó wọ́n jù?
jù:	" "	" "
tàbi:	Èyí àbí ìyẹn?	Èyí tàbí ìyẹn?

C-1

Kí l' ẹ ń tà ḿ 'bí (ni 'bí)?

A ń t' àkpò _______ àt' àkpò _____ àt' àkpò ________ .

C-2

Èwo l' ó wọ́n jù, àkpò ________ àbí _______________?

Àkpò ________ l' ó wọ́n jù.

Àkpò _________ wọ́n tá +kpò _________.

Àkpò ________ kò wọ́n tá +kpò ____________.

CYCLE 101

M-1

A	B
mine:	Mine is more expensive than yours.
Yours:	Yours is more expensive than his/hers.
Ours:	I like ours better than yours.
Yours:	I like yours better than theirs.
Theirs:	I " theirs " " mine.

M-1

A	B
to like/to please:	Which do you like better?
to want:	Which do you want?
like to:	Which do you like to buy?

C-1

Which do you like better __________ (pronoun) or ____________ (pronoun)?

I like __________ better than ______________.

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Ẹ̀KỌ́ 101

M-1

A	B	C
tèmi:	Tèmií wọ́n ju tìrẹ.	Ti èmií wọ́n ju ti ìrẹ.
tìrẹ:	Tìrẹẹ́ wọ́n ju tirẹ̀.	*Ti ìrẹẹ́ wọ́n ju ti irẹ̀.
tiwa:	Tiwaá wù mí ju tiyín.	Ti àwa wù mí ju ti ẹ̀yin.
tiyín:	Tiyín wù mí ju tiwọn.	Ti ẹ̀yin' wù mí ju ti àwọn.
tiwọn:	Tiwọ́n wù mí ju tèmi.	Ti àwọn´wù mi ju ti èmi.

M-2

A	B	C
wù:	Èwo l' ó wù ẹ́ jù?	Èwo ni ó wù ẹ́ jù?
fẹ́:	Èwo l' o fẹ́?	Èwo ni o fẹ́?
fẹ́ẹ́:	Èwo l' o fẹ́ẹ́ rà?	*Èwo ni o fẹ́ rírà?

C-1

Èwo l' ó wù ẹ́ ju, __________ àbí __________?

__________ wù mí ju __________.

CYCLE 102

M-1

A	B
prefer:	I prefer mine to Mary's.
because:	because it is cheap.
Mary's:	Mary's is too expensive.

M-2

A	B
why:	Why didn't you buy that one?
John's:	Do you like John's?
Mary's:	Do " " Mary's?
Ojo's:	" " " Ojo's?

C-1

Do you like ___________'s?
(person)

Yes, I like it because it ____________________.
(reason)

No, I don't like it because it __________________.
(reason)

ẸKỌ́ 102

M-1

A	B	C
wù:	Tèmií wù mí ju ti Mèrí.	Ti èmií wù mí ju ti Mèrí.
nítoríkpé:	nítoríkpe kò wọ́n.	nítoríkpé kò wọ́n.
ti Mèrí:	Ti Mèrí wọ́n jù.	Ti Mèrí wọ́n jù.

M-2

A	B	C
kíniṣetí:	Kí ní ṣe tó ò fi rà 'yẹn?	Kí ní ṣe é tí o fi ra ìyẹn?
ti Jọ̀ọ́nú:	Ǹjẹ́ ti Jọ̀ọ́nú wù ẹ́?	(Same as B)
ti Mèrí:	" Mèrí "	"
ti Òjó:	Ǹjẹ́ t' Òjó wù ẹ́?	Ǹjẹ́ ti Òjó wù ẹ́?

C-1

Ǹjẹ́ ti ____________ wù ẹ́?

Bẹ́ẹ̀ ni, ó wù mí nítoríkpé __________________.

Rárá, kò wù mí nítoríkpé ____________________.

CYCLE 103

M-1

A

also:	Mary also bought one.
I:	I also bought "
intend:	I also intend to buy one.
to be able to afford:	I can't afford it.

M-2

A

you also:	Do you also intend to buy one?
he/she also:	Does he/she also intend to buy one?

C-1

_________ has bought a _____________.
(person) (item)

What color is it?

C-2

It's _________. Do you intend to buy one, too?
(color)

Who, me! No, I can't afford it.

CYCLE 104

Have each trainee describe his or her most recent shopping trip to a department store. The description should include the location of the store, the color, size, and nature of items purchased. Let them avoid referring to prices, for the time being.

In addition, have them in teams of two prepare short dialogues of the kind given in cycle 103 for presentation in this class and during the latter part of the next class, if necessary.

Ẹ̀KỌ́ 103

M-1

A	B	C
nọ́ọ̀:	Mèrí nọ́ọ̀′rà 'kọn.	Mèrí nọ́ọ̀′ra ikọn.
èmi:	Èmi nọ́ọ̀′ "	Èmi "
máa:	Èmi nọ́ọ̀′máa rà 'kọn.	Èmi nọ́ọ̀′ máa ra ìkọn.
ní owó:	N̄ kò ló 'wó orẹ̀.	*Èmi kò ní owó irẹ̀.

M-2

A	B	C
ìwọ nọ́ọ̀:	Ǹjẹ́ ẹ̀wọ nọ́ọ̀′ máa rà'kọn?	Ǹjẹ́ iwọ nọ́ọ̀′ máa ra ikọn?
òun nọ́ọ̀:	Njó òun nọ́ọ̀′ " "	Ǹjẹ́ òun " "

C-1

____________ ti ra ______________ kọn.

Ki l' àwọ̀ ọrẹ̀?

C-2

_______ ni. Ǹjẹ́ ẹ̀wọ nọ́ọ̀′ máa rà 'kọn?

À, èmii! N̄ ò ló 'wó orẹ̀.

CYCLE 105

M-1

A	B
penny:	It's a penny.
3 pence:	It's three pence.
6 pence:	" six pence.
shilling:	It's two shillings.
pound:	" " pounds.

M-2

A	B
how much:	How much is this book?
accept/take:	Take one shilling and six pence.
	Reconsider my offer!

C-1

How much is your ___________?
(item)

It's ___________.
(price)

C-2

Take ___________.
(price)

No!

C-3

Reconsider my offer!

Ẹ̀KỌ́ 105

M-1

A	B	C
Kọ́bọ̀:	Kọ́bọ̀ ni.	(Same as B)
tọ́rọ́:	Tọ́rọ́ ni.	"
sísì:	Sísì ni.	"
ṣílè:	Ṣílè mé+jì ni.	Ṣílè méèjì ni.
kpọ́ùn:	Kpọ́ùn " "	Kpọ́ùn "

M-2

A	B	C
èló:	Èló n' ìwé +yí?	*Èló ni ìwé èyí?
gbà:	Ẹ (fi) gba sílè 'kọn àbọ̀.	*Ẹ (fi) gba ṣílè ìkọn àti àbọ̀.
	Ajé o!	

C-1

Èló ni _____________?

ni.

C-2

Ẹ (fi) gba ______________.

Kò gbà!

C-3

Ajé o!

CYCLE 106

M-1

A	B
buy:	I bought it for nine pence.
sell:	I sold it for "
for:	I " " "
$1/6^d$:	I " " $1/6^d$
£1:10/-:	I " " £ 1.10/-

M-2

A	B
How much:	For how much did you buy yours?
	" " " " sell "

C-1

For how much did you buy yours?

I bought it for ________________.

C-2

Where?

At/in/on ______________________.
(location)

ẸKỌ 106

M-1

A	B	C
rà:	Mo rà á ní náín.	(Same as B)
tà:	" tà á "	"
ní:	" " "	"
ṣílè 'kọn àbọ̀:	Mo tà á ní ṣílè 'kan` 'bọ̀.	*Mo tà á ní ṣílè ìkọn àti àbọ̀.
kpọ́ùn 'kọn àbọ̀:	Mo tà á ní kpọ́ùn 'kan` 'bọ̀.	*Mo tà á ni kpọ́ùn ìkọn àti àbọ̀.

M-2

A	B	C
èló/eé+ló:	Èló l' o ra tìrẹ?	*Èló ni o ra ti ìrẹ?
	" " "	" " ta "

C-1

Èló l' o ra tìrẹ?

Mo rà á ní ____________./ ____________ni mo rà á.

C-2

Ḿ 'bo?

Ní __________________________.

CYCLE 107

M-1

A	B
a piece:	It's a penny a piece.
	It's three pence a piece.
	It's six pence a piece.
two:	Two for a penny.
three:	Three for a penny.

M-2

A	B
	For how much do you sell your eggs?
	Can I have three for a penny?
	O.K.!

C-1

For how much do you sell your ______________?

_______________ for _________________.
(Number) (price)

_________ a piece.
(number)

C-2

Can I have ____________ for _____________?
(number) (price)

No!

O.K.

Ẹ̀KỌ́ 107

M-1

A	B	C
ìkọn:	Ìkọn kọ́bọ̀ ni	(Same as B.)
	" tọ́rọ́ "	"
	" sísì "	"
mé+jì:	Mé+jì kọ́bọ̀ ni	Méèjìi kọ́bọ̀ ni
mẹ́+ta:	Mẹ̀+ta " "	Mẹ́ẹ̀ta " "

M-2

A	B	C
	Èló l' ẹyin?	Èló ni ẹyin?
	Ẹ (fi) gba mẹ́+ta kọ́bọ̀	Ẹ (fi) gba mẹ́ẹ̀ta kọ́bọ̀
	Owó!	

C-1

Èló ni ____________?

________ ________ ni o.

C-2

Ẹ (fi) gba ________ ________ o.

Kò gba.

Owó!

CYCLE 108

M-1

A	B
six:	It costs six shillings.
seven:	" " seven shillings.
eight:	" " eight shillings.
nine:	" " nine shillings.
ten:	" " ten shillings.

M-2

A	B
to cost:	How much does this thing cost?
this thing:	" "
be called:	What is it called?

C-1

How much does this thing cost?

What thing?

C-2

This thing (pointing). What's it called?

It's called ___________. It costs ______.
(price)

C-3

Where is it being sold?

At/in/on ____________________.
(location)

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Ẹ̀KỌ́ 108

M-1

A	B	C
mẹ́+fà:	Ṣílè mẹ́+fà nọ́ ń tà á	Ṣílè mẹ́ẹ̀fà ni wọn ń tà á
mé+je:	" mé+je "	" méèje "
mẹ́+jọ:	" mẹ́+jọ "	" mẹ́ẹ̀jọ "
mẹ́+sọ́n:	" mẹ́+sọ́n "	" mẹ́ẹ̀sọ́n "
mẹ́+wá:	" mẹ́+wá "	" mẹ́ẹ̀wá "

M-2

A	B	
wọ́n ń ta:	Èló nọ́ ń ta kiní +yí?	*Èló ni wọn ń ta kiní è yí?
kiní+yí:	" "	" "
wọn ń kpè:	kí nọ́ ń kpè é?	kí ni wọn ń kpè é?

C-1

Èló nọ́ ń ta kiní +yí?

Kí ni?

C-2

Ki ní +yí. kí nọ́ ń kpè é?

_______ ni wọn ń kpè é _______ nọ́ ń tà á.

C-3

Ḿ 'bo nọ́ ti ń tà á?

Ní ____________ niì.

CYCLE 109

M-1

A	B
want to:	I want to go to the market.
"	I want to go and buy fish.
Let's go:	Let's go!

M-2

A	B
go to do:	What are you going to do at the market?
come along:	May I come along with you?

C-1

Where to?

I am going to _____________.

C-2

What are you going to do in/at/on _________________?

I want to go and ____________________________.
(perform activity)

C-3

May I come along with you?

O.K. Let's go!

Ẹ̀KỌ́ 109

M-1

A	B	C
fẹ́ẹ́:	Mo fẹ́ẹ́ lọ sẹ́ 'jà.	*Mo fẹ́ lílọ sí ọjà.
"	Mo fẹ́ẹ́ lọ r' ẹja.	*Mo fẹ́ lílọ ra ẹja.
ká lọ:	Ká lọ! / jáá lọ.	Jẹ́ kí a lọ!

M-2

A	B	C
lọ ṣe:	Kí l' o ń lọ ṣe lọ́ 'jà?	Kí ni o ń lọ ṣe ní ọjà?
ká lọ:	Ṣé (kí) n̄ ká lọ?	*Ṣé kí èmií jẹ́ kí a lọ?

C-1

Ḿ 'bo l' ó dà?

Mo ń lọ sí ____________.

C-2

Kí l' o ń lọ ṣe ní ________________?

Mo fẹ́ẹ́ lọ ________________.

C-3

Ṣé (kí) n̄ ká lọ?

Kò burú. Jáá lọ./Ká lọ.

CYCLE 110

C-1

Hi, ____________, it's been ages! Where have you been?
(person)

I have been in ______________.
(location)

C-2

What did you go there for?

I went for ____.
(any activity: education, visit, trading, etc.)

C-3

How long were you there?

I was there for ___________.
(time)

C-4

When did you come back?

Yesterday __________________.
(time of day)

C-5

Welcome!

Thank you.

Ẹ̀KỌ́ 110

C-1

Á ' a, __________, ẹ mà ká+ti jọ́ ọ̀. Ḿ 'bo l' o ti lọ rí?

__________________ ni mo lọ ọ̀.

C-2

Kí l' o lọ ṣe ḿ 'bẹ̀?

______________ ni mo lọ ___________ ḿ 'bẹ̀.

C-3

____________ mé+ló l' o ṣe ḿ 'bẹ̀?

________________ ni mo ṣe ḿ 'bẹ̀.

C-4

Ìgbà 'wo l' o dé?

_____________ ànọ́.

C-5

Ẹ ká+bọ̀.

Àwa nì 'yẹn.

CYCLE 111

Bring some Nigerian money to class. Make sure that all the denominations are represented. Give the trainees some information on market practices in Nigeria; in particular, let the trainees be informed about the bargaining system in operation in most parts of Nigeria.

Have each trainee alternately play the role of a seller and the role of a customer.

The aim here should be to familiarize the trainees with the various denominations of the Nigerian currency (you should test them at converting the larger denominations into the smaller ones and vice versa) and with the bargaining system.

Don't forget to correct errors in pronunciation or grammatical usage, where and when necessary.

CYCLE 112

M-1

A	B
last:	He arrived last week.
week:	" " " "
month:	" " " month.
year:	" " " year.

M-2

A	B
	When did he arrive?

C-1

When did ________ go to __________________?
(person) (place)

______________ went to ____________ last ____________.

Ẹ̀KỌ́ 112

M-1

A	B	C
t' ó kọjá:	Ó dé lọ́ +sẹ̀ t' ó kọjá.	Ó dé ní ọ̀sẹ̀ tí ó kọjá.
ọ̀sẹ̀:	" " "	" " "
oṣù:	" ló 'ṣù "	" oṣù "
ọdún:	" lọ́ 'dún "	" ọdún "

M-2

A

Ń 'gbà (ìgbà) 'wo l' ó dé?   *Ní ìgbà èwò ni ó de?

C-1

Ń 'gbà 'wo ni ______ lọ (sí) ____________?

________________ lọ (s') _______ ní __________ t' ó kọjá/ ________ t' ó kọjá ni ___________ lọ (sí) ______________.

CYCLE 112 (continued)

C-2

How long was he/she in ________________?
(same place)

He/She was in _______ for __________________.
(length of time)

C-3

When did he/she come back?

He/She came back _______________________________.
(time, including yesterday)

Ẹ̀KỌ́ 112

C-2

________________ mé+ló l' ó ṣe ní ________________?

__________ l' ó ṣe ní ______________./Ó ṣe ___________ ní ____________.

C-3

Ń 'gbà 'wo l' ó kpadà?

_____________ l' ó kpadà./ Ó kpadà ní ________________.

CYCLE 113

M-1

A	B
next:	I will arrive next week.
week:	" " " " "
month:	" " " " month.
year:	" " " " year.

M-2

A	B
	When will he arrive?

C-1

When is ________ going to ________?
(person) (place)

________ will go to ________ next ________.

C-2

How long will he/she be there?

He/She will be there for ________.
time)

C-3

When will he/she be back?

He/She will be back next ________________.
(time, including tomorrow)

Ẹ̀KỌ́ 113

M-1

A	B	C
t' ó ḿbọ̀:	Mo máa dé lọ́ +sẹ̀ t' ó ḿbọ̀.	Mo máa dá ní ọ̀sẹ̀ tí ó ḿ bọ̀.
ọ̀sẹ̀:	" " "	" " "
osù:	" ló 'sù "	" osù "
ọdún"	" lọ́ 'dún "	" ọdún "

M-2

A	B	C
	Ń 'gbà 'wo l' ó máa dé?	*Ní ìgbà èwò ni o máa dé?

C-1

Ń 'gbà 'wo ni _____máa lọ (sí) ___________?

___________ máa lọ (sí) ______ ni ______t' ó ḿbọ̀./

_______ t' ó ḿbọ̀ ni __________ máa lọ (sí) ____________.

C-2

__________ mé+ló l' ó máa ṣe ḿ 'bẹ̀?

____________ l' ó máa ṣe ḿ 'bẹ̀./ Ó máa ṣe___________ ḿ 'bẹ̀.

C-3

Ń 'gbà 'wo l' ó máa kpadà?

_______________ t' ó ḿbọ̀ l' ó máa kpadà./Ó máa kpadà ní _________ t' ó ḿbọ̀.

CYCLE 114

M-1

A	B
Thursday:	He left on Thursday.
Friday:	" " " Friday.
Saturday:	" " " Saturday.
Sunday:	" " " Sunday.
Monday:	" " " Monday.

M-2

A	B
day:	What day did he leave?

C-1

What day did __________ leave?
(person)

__________ left on ________.
(day)

C-2

Where did he/she go?

He/She went to __________________.
(place)

C-3

When will he/she be back?

He/She will be back on ______________.
(day)

Ẹ̀KỌ́ 114

M-1:

A	B	C
ọjọ́ àlàmísì:	Ó lọ lọ́ 'jọ́ àlàmísì	Ó lọ ni ọjọ́ àlàmísì.
ọjọ́ọ jímọ̀ọ̀:	" " lọ́ 'jọ́ọ jímọ̀ọ̀.	" " ọjọ́ọ jímọ̀ọ̀.
ọjọ́ọ sátidé:	" " " sátidé.	" " " sátidé.
ọjọ́ ọ̀sẹ̀:	" " lọ́ 'jọ́ ọ̀sẹ̀.	" " ọjọ́ ọ̀sẹ̀.
ọjọ́ọ mọ́ńdè:	" " lọ́ 'jọ́ọ mọ́ndè.	" " ọjọ́ọ mọ́ndè.

M-2

A	B	C
ọjọ́/ijọ́:	Ọjọ́ ọ̀wo l' ó lọ?	*Ọjọ́ èwo ni ó lọ?

C-1

Ọjọ́ ọ̀wo ni __________ lọ?

________ lọ lọ́ 'jọ́ _______________./Ọjọ́ ___________ ni __________ lọ.

C-2

Ḿ 'bo l' ó lọ?

Ó lọ (sí) __________./ __________ l' ó lọ.

C-3

Ọjọ́ ọ̀wo l' ó máa dé?

Ó máa dé lọ́ 'jọ́ __________./ Ọjọ́ _________ l' ó máa dé.

CYCLE 115

M-1

A	B
6 o'clock:	I saw John at 6 o'clock.
11 o'clock:	" 11 o'clock.
12 o'clock:	" 12 o'clock.
hour:	Two hours.

M-2

A	B
How long:	How long was he there?
When:	When was he there?

C-1

When was ____________ there?
(person)

__________ was there at ________ o'clock.

C-2

How long was ____________ there?

___________ was there for ____________ hours.
(number)

C-3

When did he/she return?

He/she returned at __________ o'clock.

ẸKỌ́ 115

M-1

A	B	C
aago mẹ́+fà:	Mo rí Jọ̀ọ́nú lá aago mẹ́+fà.	Mo rí Jọ̀ọ́nú ni agogo mẹ́ẹ̀fá.
aago mọ́+kọ̀nlá:	" " mọ́+kọ̀nlá.	" " " " mọ́ọ̀kọ̀nlá.
" mé+jìlá:	" " mé+jìlá.	" " " " méèjìlá.
wákàtí:	Wákàtí mé+jì.	Wákàtí méèjì.

M-2

A	B	C
_____ mé+ló:	Wákàtí mé+ló l' ó lò ḿ 'bẹ̀?	Wákàtí méèlo ni ó lò ni ibẹ̀?
ń 'gbà 'wo:	Ń 'gbá 'wo l' o dé 'bẹ̀?	*Ní ìgbà èwo ni ó dé ibẹ̀?

C-1

N 'gbà 'wo ni _________ dé 'bẹ̀?

________ dé 'bẹ̀ lá aago _____________.

C-2

Wákàtí mé+ló l' ó lò ḿ 'bẹ̀?

Wákàtí _________ l' ó lò ḿ 'bẹ̀./ O lo wákàtí ḿ 'bẹ̀

C-3

Ń 'gbà 'wo l' ó kpadà?

Aago _________ l' ó kpadà./ Ó kpadà lá aago _________.

CYCLE 116

> Ask the trainees to learn these numerals and test their knowledge of them.

one
two
three
four
five
six
seven
eight
nine
ten

forty

eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

sixty
hundred

twenty-one
twenty-two
twenty-three
twenty-four
twenty-five
twenty-six
twenty-seven
twenty-eight
twenty-nine
thirty
thirty-one
eighty

Ẹ̀KỌ́ 116

ìkọn	mọ́+kọ̀nlá	mọ́+kọ̀nlélógún
mé+jì	mé+jìlá	mé+jìlélógún
mẹ́+ta	mẹ́+tàlá	mẹ́+tàlélégún
mẹ́+rin	mẹ́+rìnlá	mẹ́+rìnlélógún
má+rún	mẹ́ẹ̀ẹ́dógún	mẹ́ẹ̀ẹ́dọ́gbọ̀n
mẹ́+fà	mẹ́+rìndínlógún	mẹ́+rìndínlọ́gbọ̀n
mé+je	mẹ́+tàdínlógún	mẹ́+tàdínlọ́gbọ̀n
mẹ́+jọ	mé+jìdínlógún	mé+jìdínlọ́gbọ̀n
mẹ́+sọ́n	mọ́+kọ̀ndínlógun	mọ́+kọ̀ndínlọ́gbọ̀n
mẹ́+wá	ogún	ọgbọ̀n
		mọ́+kọ̀nlélọ́gbọ̀n
ogó+jì	ogún	ọgọ́+rin
	ọgọ́+rún	

CYCLE 117

M-1

A	B
after:	It's ten after four.
to/of:	It's ten to/of four.
4:30:	It's 4:30.
sharp:	It's four sharp.
almost:	It's almost four.

M-2

A	B
to be time:	What's the time?
minutes:	How many more minutes?

C-1

What's the time?

It's ________________________.

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ẸKỌ́ 117

M-1

A	B	C
kọjá:	Aago mẹ́+rin′ kọjá àṣẹ́jú mẹ́+wá	Agogo mẹ́ẹ̀rin′ kọja ìṣẹ́jú mẹ́ẹ̀wá.
kù:	Aago mẹ́+rin′ kù 'ṣẹ́jú mẹ́+wá.	Agogo mẹ́ẹ̀rin′ ku ìṣẹ́jú mẹ́ẹ̀wá.
aago mẹ́+rin àbọ̀:	Aago mẹ́+rin abọ̀.	Agogo mẹ́ẹ̀rin àti àbọ̀.
gééré:	Aago mẹ́+rin gééré.	Agogo mẹ́ẹ̀rin gérégé
ku díẹ̀:	Aago mẹ́+rin′ ku díẹ̀.	Agogo mẹ́ẹ̀rin′ ku díẹ̀.

M-2

A	B	C
aagó wí:	Kí l' aagó wí?	Kí ni agogoó wí
ìṣẹ́jú:	Ìṣẹ́jú mé+ló l' ó kù?	Ìṣẹ́jú méèló ni ó kù?

C-1

Kí l' aagó wí?

______________________.

CYCLE 118

In order to test the trainees' knowledge of the numerals and also to give them more practice at telling time, draw on the blackboard clock diagrams showing any number of minutes after or before the hour, and have the trainees say what time it is in Yoruba.

In addition, ask them to tell the times of the various events and classes on their schedules for the day.

CYCLE 119

M-1

A	B
around:	I usually go to bed around ten.
go to bed:	" " " "
get up:	" " get up at six.
early:	I go to sleep early.
dawn:	I get up at dawn.
nap:	I take a nap in the afternoon.

M-2

A	B
sleep/rest:	Is he still sleeping?
to wake up:	Go and wake him up!

C-1

What's your usual bed time?

I usually go to sleep around ________________ o'clock.

ẸKỌ́ 119

M-1

A	B	C
déédé:	Déédé aago mẹ́+wá ni mo ń sùn.	Déédé agogo mẹ́ẹ̀wá ni mo ń sùn.
sùn:	" " " " "	" " " "
jí:	" " mẹ́+fà " jí.	" " mé+fà ni mo ń jí.
tètè:	Mo máa ń tètè sùn.	(Same as B)
àárọ̀ kùtù:	Àárọ̀ kùtù ni mo (máa) ń jí.	Òwúrọ̀ kùtù ni mo (máa) ń jí.
oorun:	Mo (máa) ń sun oorun ọ̀sọ́n.	(Same as B)

M-2

A		
sùn:	Ǹj'ó sì ń sùn?	Ǹjẹ́ ó ṣì ń sùn?
jí:	Lọ jí i!	Lọ jí i!

C-1

Ń 'gbà 'wo l' o (máa) ń sùn lá 'lẹ́?

Déédá aago ____________ ni mo máa ń sùn lá 'lẹ́.

CYCLE 119 (continued)

C-2

And when do you get up in the morning?

At ________.
(time)

C-3

Do you take a nap in the afternoon?

No, ______________________________.
(complete the sentence)

Yes, ___________________________.
(complete the sentence)

C-2

Ń 'gbà 'wo l' o (máa) ń jí lá àárọ̀?

Lá aago ______________________ .

C-3

Njó o (máa) ń sun oorun ọsọ́n?

Rárá, ______________________.

Bẹ́ẹ̀ ni, ________________.

CYCLE 120

M-1

A	B
Until:	He did not arrive until ten.
Before:	He arrived before ten.
After:	He arrived after ten.
on time:	He arrived on time.

M-2

A	B
up to:	What do you do up to ten?

C-1

What's your usual bed time?

I usually go to bed around _____ o'clock.

C-2

What do you do up to _____ o'clock?

I ________________________________.
(perform activities)

ẸKỌ́ 120

M-1

A	B	C
títí:	Kò dé títá aago mẹ́+wá fi lù.	Kó dé títí agogo mẹ́ẹ̀wá fi lù.
kí...tó:	Ó dé ká aago mẹ́+wá tó lù.	Ó dé kí agogo mẹ́ẹ̀wá to lù.
lẹ+hìn:	Ó dé lẹ+hìn aago mẹ+wá.	Ó dé ní ẹ̀hìn agogo mẹ́ẹ̀wá.
lá+kokò:	Ó dé lá+kokò.	Ó dé ní àkokò.

M-2

A	B	C
títí di:	Kí l' o máa ń ṣe títí d' aago mẹ́+wá?	Kí ni o máa ń ṣe títí di agogo mẹ́ẹ̀wá?

C-1

Ń 'gbà 'wo l' o (máa) ń sùn lá 'lẹ́?

Déédá aago ___________ ni mo máa ń sùn lá 'lẹ́.

C-2

Kí l' o máa ń ṣe títí d' aago _______________?

__________ ni mo máa ń _______ títí d' aago __________./

Mo máa ń __________ títí d' aago __________.

CYCLE 121

M-1

A

when:	It was already 10 o'clock when I got there.
	It " " 8 o'clock " I got up.
	It " raining when I got up.
to rain:	" " "
rain:	" " "
get up:	" " "

M-2

A

when?	When did you get up this morning?
then/at that time	Was it raining at that time?

C-1

When did you get up this morning?

It was already ____________ o'clock when I got up.

C-2

Was it still raining at that time?

Oh yes, it was still raining when I got up.

No, it was no longer raining when I got up.

ẸKỌ́ 121

M-1

A	B	C
ní+gbàtí/ń 'gbàtí:	Aago mẹ́+wá ti lù ń 'gbàtí mo dé 'bẹ̀. Aago mẹ́+jọọ́ ti lù ń 'gbàtí mo jí. Òjò ń rọ̀ ń 'gbàtí mo jí.	Agogo mẹ́ẹ̀wá ti lù ní ìgbàtí mo dé ibẹ̀. Agogo mẹ́ẹ̀jọọ́ ti lù ní ìgbà tí mo jí. Òjò ń rọ̀ ní ìgbà tí mo jí.
rọ̀:	" " "	" " " "
òjò:	" " " "	" " " "
jí:	" " " "	" " " "

M-2

A	B	C
ìgbà 'wo/ ń 'gbà 'wo:	Ń 'gbà 'wo l' o jí lá àárọ̀?	*Ní ìgbà ìgbà èwo ni o jí ní òwúrọ̀?
ń 'gbà 'yẹn:	Ǹjó +jò ń rọ̀ ń 'gbà 'yẹn?	Ǹjẹ́ òjò ń rọ̀ ní ìgbà ìyẹn?

C-1

Ń 'gbà 'wo l' o jí lá àárọ̀?
Aago __________ ti lù ń 'gbàtí mo jí.

C-2

Ǹjó +jòó ṣì ń rọ̀ ń 'gbà 'yẹn?
Bẹ́ẹ̀ ni, òjòó ṣì ń rọ̀ ń 'gbàtí mo jí.
Ó ti o, òjò ò rọ̀ mọ̀ ń 'gbàtí mo jí.

CYCLE 122

M-1

A	B
after:	I started studying after I had eaten breakfast.
start:	" "
until:	I studied until noon.

M-2

A	B
to finish doing:	Have you finished eating?
	Have you finished studying?

C-1

What did you do after you ate ____________________?
(meal of the day)

I started studying after I ate _________________.

C-2

What did you do after you had finished studying?

After I had finished studying, I went to _______________.
(location)

C-3

What for?

I went to _____________________.
(perform activity)

Ẹ̀KỌ́ 122

M-1

A	B	C
Ń 'gbàtí:	Ń 'gbàtí mo jẹun tọ́n lá àárọ̀, mo bẹ̀rẹ̀ síí kà wẹ.	*Ní ìgbà tí mo jẹun tón ní òwúrọ̀, mo bẹ̀rẹ̀ sí kíka ìwé.
bẹ̀rẹ̀ síí:	" " "	" " "
títí dì:	Mo kà 'wé títí d' aago mé+jìlá.	Mo ka iwé títí dı agogo méèjìlá.

M-2

A	B	C
...tọ́n:	O ti jẹun tọ́n bí?	*O ti jẹ ohun tọ́n bí?
bí:	O ti kà 'wé tọ́n bí?	O ti ka ìwé tọ́n bí?

C-1

Kí l'o ṣe ń 'gbàtí o jẹun tọ́n ní ____________________?

Mo bẹ̀rẹ̀ síí ká 'wé ń 'gbàtí mo jẹun tọ́n ní________________.

C-2

Kí l' o ṣe ń 'gbàtí o kà 'wé tọ́n?

Ń 'gbàtí mo kà 'wé tọ́n, mo lọ sí ____________________.

C-3

Kí l' o lọ ṣe ḿ 'bẹ̀?

Mo lọ ________________________.

CYCLE 123

M-1

A	B
before:	It started raining before I left home,
but:	but it stopped raining before I got there.

M-2

A	B
leave home:	Has she left home?
stop raining:	Has it stopped raining?

C-1

When did it start raining?

It started raining when/before ______________________.
(sentence)

C-2

When did it stop raining?

It stopped raining when/before ______________________.
(sentence)

Ẹ̀KỌ́ 123

M-1

A	B	C
kí...tó:	Òjòó bẹ̀rẹ̀ (síí rọ̀) kí ñ tó	Òjòó bẹ̀rẹ̀ (sí rírọ̀) kí
ṣùgbọ́n:	kúrò ń 'lé, ṣùgbọ́n ó dá	èmií tó kúrò ní ilé,
	kí ñ tó dé 'bẹ̀.	ṣùgbọ́n ó dá kí èmií tó dé ibẹ̀.

M-2

A	B	C
kúrò ń 'lé:	Ǹj' ó ti kúrò ń 'lé?	Ǹjẹ́ ó ti kúrò ní ilé?
dá:	Ǹjó +jòó ti dá?	Ǹjẹ́ òjòó ti dá?

C-1

Ń 'gbà 'wo l' ó dá?

Òjòó bẹ̀rẹ̀ ′síí rọ̀) ń 'gbàtí/kí...tó______________________.

C-2

Ń 'gbà 'wo l' ó dá?

Ó dá ń'gbàtí/kí....tó______________________________.

CYCLE 124

M-1

A	B
movies:	I want to go to the movies tonight.
let's:	Let's go to the movies tonight.
with:	Come along with me.

M-2

A	B
go with:	Did she go with him?
	Who went with him?
	Who did he go with?

C-1

Did ________ go to the movies last night?
(trainee)

Yes, ____________ went to the movies last night.

C-2

Who did he go with?

He went with _________________.
(trainee)

C-3

Were they there on time?

Yes, ____________________________.
(complete the sentence)

No, ______________________________.
(complete the sentence)

Ẹ̀KỌ́ 124

M-1

A	B	C
sinimá:	Mo fẹ́ẹ́ lọ wo sinimá lá 'lẹ́.	*Mo fé lílọ wo sinimá ní alẹ́.
jẹ́ ká:	Jẹ́ ká lọ wo sinimá lá 'lẹ́.	Jẹ́ ki a lọ wo sinimá ní alẹ́.
bá:	Wáá bá mi lọ.	Wá wá bá mi lọ.

M-2

A	B	C
bá lọ:	Ǹj' ó bá a lọ?	Ǹjẹ́ ó bá a lọ?
	Ta l' ó bá a lọ?	Ta ni ó bá a lọ?
	Ta l' ó bá lọ?	Ta ni ó bá lọ?

C-1

Ǹjẹ́ ____________ lọ wo sinimá lá 'lẹ́ ànọ́?

Bẹ́ẹ̀ ni, ____________ lọ wo sinimá lá 'lẹ ànọ́.

C-2

Ta l' ó bá lọ?

Ó bá ___________ lọ./ _____________ l' ó bá lọ.

C-3

Ǹjẹ́ wọ́n dé 'bẹ̀ lá +kokò?

Bẹ́ẹ̀ ni, ______________________ .

Rárá, ________________________ .

CYCLE 125

M-1

A	B
second:	I came back on the second day.
third:	" " " third day.
fourth:	" " " fourth day.
fifth:	" " " fifth day.

M-2

A	B
what day:	What day did you come back?

C-1

Did you go to ______________ ?
(location)

Yes, I went to ______________ .

C-2

What for?

I went to ______________ .
(perform activity)

C-3

What day did you come back?

I came back on the ________ day.
(ordinal numeral)

ÈKỌ́ 125

M-1

A	B	C
ìkejì/ìké+jì:	Mo dé lọ́ 'jọ́ ọ̀kejì	*Mo dé ní ọjọ́ ìkejì.
ìkẹ+ta/ìkẹ́+ta:	" " " ọ̀kẹ+ta	* " " " " ìkẹẹ̀ta
ìkẹ+rin/ìkẹ́+rin:	" " " ọ̀kẹ+rin	* " " " " ìkẹẹ̀rin
ìka+rùn/ìká+run:	" " " ọ̀ka+rùn	* " " " " ìkaàrùn

M-2

A	B	C
ọjọ́ ọ̀ke+lò/ ọjọ́ ọ̀kè+ló:	Ọjọ́ ọ̀ke+ló l'o kpadà?	*Ọjọ́ ikeelò ni o kpadà?

C-1

Ǹjó o lọ (sí) ______________?

Bẹ́ẹ̀ ni, mo lọ (sí) ________________.

C-2

Kí l'o lọ ṣe ḿ 'bẹ̀?

Mo lọ ____________________.

C-3

Ọjọ́ ọ̀ké+ló l'o kpadà?

Mo kpadà lọ́ 'jọ́ ____________________.

CYCLE 126

M-1

A	B
Monday:	I arrived on Monday.
Tuesday:	I " " Tuesday.
Wednesday:	I " " Wednesday.
Thursday:	I " " Thursday.

M-2

A	B
when:	When did you arrive?

C-1

______________, where have you been ?
(person)

I've been in ____________________.
(location)

C-2

How long were you there?

I was there for _________________.
(period)

C-3

When did you come back?

I came back on __________________ .
(day of week)

ÈKỌ́ 126

M-1

A	B	C
ọjọ́ọ mọ́ńdè:	Mo dé lọ́ 'jọ́ọ mọ́ńdè.	Mo dé ni ọjọ́ọ mọ́ńdè.
ọjọ́ ọ̀kejì ọ̀sẹ̀:	" lọ́ 'jọ́ ọ̀kejì ọ̀sẹ̀.	*Mo dé ni ọjọ́ ìkejì ọ̀sẹ̀.
" ọ̀kẹ+ta ọ̀sẹ̀:	" " ọ̀kẹ+ta ọ̀sẹ̀.	* " " ìkẹ̀ẹ̀ta ọ̀sẹ̀.
ọjọ́ àlàmisi:	" " àlàmísì.	" " àlàmísì.

M-2

A	B	C
ọjọ́ ọ̀wo?:	Ọjọ́ ọ̀wo l' o dé?	*Ọjọ́ èwo ni o dé?

C-1

________________, ḿ 'bo l' o ti lọ rí?

__________________ ni mo lọ.

C-2

_____________ mé+ló l' o ṣe ḿ 'bẹ̀?

________________ ni mo ṣe ḿ 'bẹ̀.

C-3

Ọjọ́ ọ̀wo l' o dé?

Ọjọ́ __________ ni mo dẹ́.

Never omit the preposition ní "in/on" in the sentences under M-1, as is sometimes done in some dialects of American English.

CYCLE 127

M-1

January

February

March

April

May

June

July

August

September

October

November

December

C-1

In what month did you arrive here?

I arrived here in ___________.
(month)

C-2

What month is it now?

We are in the month of _______________.

C-3

How many months have you already spent here?

I have already spent ______ months and ______ days.

ẸKỌ́ 127

M-1

Oṣù ' kínní ọdún.
Oṣù ' kè+jì "
" ' kẹ́+ta "
" ' kẹ́+rin "
" ' ká+rún "
" ' kẹ́+fà "
" ' ké+je "
" ' kẹ́+jọ "
" ' kẹ́+sọ́n "
" ' kẹ́+wà "
" ' kọ́+kọ̀nlá "
" ' ké+jìlá "

C-1

Oṣù 'wo l'o dé 'bí ?

Mo dè 'bí ló 'ṣù _______ ọdún.

C-2

Inú oṣù 'wo l'a wà 'yí ?

A wà ń 'nú oṣù _______ ọdún.

C-3

Oṣù mé+ló l'o ti lò/ṣe ḿ' bí ?

Mo ti lò/ṣe oṣù _______ àti ọjọ́ _______ ḿ'bí.

CYCLE 128

Have the trainees learn the following dates:

M-1

the first
" second
" third
" fourth
" fifth
" sixth
" seventh
" eighth
" ninth
" tenth
" eleventh
" twelfth
" thirteenth
" fourteenth
" fifteenth

the sixteenth
" seventeenth
" eighteenth
" nineteenth
" twentieth
" twenty-first
" twenty-second
" twenty-third
" twenty-fourth
" twenty-fifth
" twenty-sixth
" twenty-seventh
" twenty-eighth
" twenty-ninth
" thirtieth
" thirty-first.

Ẹ̀KỌ́ 128

M-1

ọjọ́ ọ̀kínní
" ọ̀ké+jì
" ọ̀kẹ́+ta
" ọ̀kẹ́+rin
" ọ̀ká+rún
" ọ̀kẹ́+fà
" ọ̀ké+je
" ọ̀kẹ́+jọ
" ọ̀kẹ́+sọ́n
" ọ̀kẹ́+wá
" ọ̀kọ́+kọ̀nlá
" ọ̀ké+jìlá
" ọ̀kẹ́+tàlá
" ọ̀kẹ́+rìnlá
" ọ̀kẹ́ẹ̀ẹ́dógún

ọjọ́ ọ̀kẹ́+rìndínlógún
" ọ̀kẹ́+tàdínlógún
" ọ̀kẹ́+jìdínlógún
" ọ̀kọ́+kọ̀ndínlógún
" ogún
" ọ̀kọ́+kọ̀nlélógún
" ọ̀ké+jìlélógún
" ọ̀kẹ́+tàlélógún
" ọ̀kẹ́+rìnlélógún
" ọ́kẹ́ẹ̀dọ́gbọ̀n
" ọ̀kẹ́+rìndínlọ́gbọ̀n
" ọ̀kẹ́+tàdínlọ́gbọ̀n
" ọ̀ké+jìdínlọ́gbọ̀n
" ọ̀kọ́+kọ̀ndínlọ́gbọ̀n
" ọgbọ̀n
" ọ̀kọ́+kọ̀nlélọ́gbọ̀n.

CYCLE 129

The instructor should bring a large calendar for use in this class.

C-1

Today is the second, right?

Yes, today is the second.

No, today isn't the second.

C-2

What's the date ?

It's the ________________ .
(date)

C-3

What was last __________________ ?
(day of the week)

Last ________ was the ________ .
(date)

C-4

What is next ___________________ ?
(day of the week)

Next ____________ will be _____________ .
(date)

272

Ẹ̀KỌ́ 129

C-1

Ṣó + ní l' ọjọ́ ọ̀keji̇̀ oṣù?

Bẹ́ẹ̀ ni, òní l' ọjọ́ ọ̀kejì oṣụ̀.

Ó tì o, òní kọ́ l' ọjọ́ ọ̀kejì oṣù.

C-2

Ọjọ́ ọ̀ké+ló l'òní?

Òní l' ọjọ́ ______________ oṣù.

C-3

Ọjọ́ ọ̀ké+ló ń 'nú oṣù'yí l'ọjọ́______t'ó kọjá?

Ọjọ́ ________oṣù 'yí l'ọjọ́_____t'ó kọjá

C-4

Ọjọ́ ọ̀ké+ló ń'nú oṣù 'yí l'ọjọ́______t'ó ḿ bọ̀ ?

Ọjọ́ __________ oṣù 'yí l'ọjọ́ _______ t' ó ḿ bọ̀.

CYCLE 130

M-1

A	B
rainy season:	We are in the rainy season right now.
dry " :	" " dry " " "
harmattan " :	" " harmattan " " "
right now:	" " " " " "

M-2

A	B
season:	In what season are we right now?

C-1

In what season are we right now?

We are in the ____________ season right now.

C-2

During what season did you arrive here?

I arrived here during the __________ season.

C-3

What season was it when you left home (i.e. home town or country)?

It was ______________________ when I left home.

Ẹ̀KỌ́ 130

M-1

A	B	C
àkókò òjò:	Ń 'nú àkókò òjò l' a wà 'yí.	Ní inú àkókò òjò ni a wà wàyí.
" ọ̀gbẹlẹ̀:	" " ọ̀gbẹlẹ̀ "	" " ọ̀gbẹlẹ̀ " "
" ọyẹ́:	" " ọyẹ́ "	" " ọyẹ́ " "
wàyí:	" " " " "	" " " " "

M-2

A	B	C
àkókò:	N 'nú àkókò 'wo l' a wà 'yí?	*Ni inú àkókò èwo ni a wà wàyí?

C-1

Ń 'nú àkókò 'wo l' a wà 'yí?

Ń ' nú àkókò ____________ l' a wà 'yí.

C-2

Àkókò 'wo l' o dé 'bí?

Mo dé 'bí lá +kókò ______________.

C-3

Ń 'nu àkókò 'wo ni wọ́n wà ń 'gbàtó o kúrò ń 'lé?

Ń 'nú àkókò __________ ni wọ́n wà ń 'gbàtí mo kúrò ń 'lé.

CYCLE 131

M-1

A	B
rainy season:	The rainy season begins in April.
dry:	" dry " " " .
harmattan:	" harmattan " " .
to begin:	" " " " .

M-2

A	B
rains:	The rains last until October.
drought:	" drought lasts " "
harmattans:	" harmattans last " "
to rain:	It rains for six months here.

C-1

When does the ______ season begin?

The __________ season begins in __________.
(month)

C-2

How long do/does the ________ last?

The _________ last/lasts until __________.
(month)

Ẹ̀KỌ́ 131

M-1

A	B	C
àkókò òjò:	Àkòkò òjòó máa ḿ bẹ̀rẹ̀ ló'ṣù ké̩+rin ọdún	*Àkókò ọ̀jòó máa ḿ bẹ̀rẹ̀ ní oṣù ìkẹ́ẹ̀rin ọdún
àkókò ọ̀gbẹlẹ̀:	" " "	" " " "
" ọyẹ́:	" " "	" " " "
bẹ̀rẹ̀:	" " "	" " " "

M-2

A	B	
òjò:	Òjòó máa ń rọ̀ títí di oṣù kẹ́+wá ọdún.	*Ọ̀jòó máa ń rọ̀ títí di oṣù ìkẹ́ẹ̀wa ọdún
ilẹ́ ń gbẹ:	Ilẹ̀ẹ́ máa ń gbẹ títí di cṣù 'kẹ́+wá ọdún	*Ilẹ̀ẹ́ máa ń gbẹ títí di oṣù ìkẹ́ẹ̀wá ọdún.
ọyẹ́:	Ọyẹ́ máa ḿ mú +ítí di oṣù 'kẹ́+wá ọdún	*Ọyẹ́ máa ḿ mú títí di oṣù ìkẹ́ẹ̀wá ọdún.
òjò rọ̀:	Òjòó máa ń rọ̀ fun oṣù mẹ́+fà ḿ 'bí	Òjòó máa ń rọ̀ fún oṣù mẹ́ẹ̀fà ni ibí.

C-1

Ń' gbà 'wo l'àkókò ______ máa ḿ bẹ̀rẹ̀ ?

Àkókò______ máa ḿ bẹ̀rẹ̀ ló 'ṣù ______ ọdún.

C-2

Títí di oṣù 'ké+ló ni___máa ń ______ ?

_________ máa ń ____ títí di oṣù _____ọdún.

CYCLE 132

M-1

A B

During the harmattans it is usually hot in the daytime and cold at night.

M-2

A	B
be cold:	It is usually cold at night.
be hot:	It " " hot in the daytime.
daytime:	Is it usually cold in the daytime?
night:	" " " " at night?

C-1

Are the days ____________ during the harmattans?

Yes, the days are usually __________ during the harmattans.

No, the days aren't usually ___________ during the harmattan.

C-2

What about the night?

_________________________.

(Give appropriate answer.)

ẸKỌ 132

M-1

A	B	C
	Lá +kókò oyẹ́, oòrùn′máa ḿ mú lọ́ +sọ́n, bẹ́ẹ̀ ni òtútùú sì máa ḿ mú ló +ru.	Ní àkókò oyẹ́, oòrùn′máa ḿ mú ní ọ̀sọ́n, bẹ́ẹ̀ ni òtútùú sì máa ḿ mú ní òru.

M-2

A	B	C
òtútùú mú:	Òtútùú máa ḿ mú ló +ru.	Òtútùú máa ḿ mú ni òru.
oòrùn′mú:	Oòrùn′máa ḿ mú lọ́ +sọ́n.	Oòrùn′ " " "
ọsọ́n:	Ǹjó +tútùú máa ḿ mú lọ́ +sọ́n?	Ǹjẹ́ òtútuú máa ḿ mú ni ọsọ́n?
òru:	" " " " ló +ru	" " " " " òru?

C-1

Ǹjẹ́ ________ máa ḿ mú lọ́ +sọ́n lá +kókò ọyẹ́?

Bẹ́ẹ̀ ni, ___________ máa ḿ mú lọ́ +sọ́n lá +kókò ọyẹ́.

Ó ti o, ________ kìí mú lọ́ +sọ́n lá +kókò ọyẹ́.

C-2

Òru ńkọ́?

_____________________________.

CYCLE 133

M-1

A	B
anytime:	It rains at any time during the rainy season.
all the time:	" " all the time " " ".
everyday:	" " everyday " "

M-2

A	B
when:	When does it rain?
often:	Does it rain often?

C-1

When does it rain here during the rainy season?

It rains _________ during the rainy season.

ẸKỌ́ 133

M-1

A	B	C
ìgbàkí+gbà:	Ìgbàkí+gbà l' òjòó máa ń rọ̀ lá+kókò òjò.	Ìgbàkígbà ni òjòó máa ń rọ̀ ní àkókò òjò.
ìgbà gbogbo:	Ìgbà gbogbo l' òjòó máa ń rọ̀ lá+kókò òjò.	Ìgbà gbogbo ni òjòó máa ń rọ̀ ní àkókò òjò.
ọjọ́ gbogbo:	Ọjọ́ gbogbo l' òjòó máa ń rọ̀ lá+kókò òjò.	Ọjọ́ gbogbo ni òjòó máa ń rọ̀ ní àkókò òjò.

M-2

A	B	C
ń'gbà ' wo:	Ń'gbà'wo l'òjò ń rọ̀?	*Ní ìgbà èwo ni òjò ń rọ̀ ?
ìgbà kpúkpọ̀:	Ǹjẹ́ +gbà kpúkpọ̀ l' òjó ń rọ̀ ?	Ǹjẹ́ igbà kpúkpọ̀ ni òjò ń rọ̀ ?

C-1

N'gbà'wo l'òjòó máa ń rọ̀ ḿ'bí lá +kókò òjò?

Ìgoà ______ l'òjòó máa ń rọ̀ ḿ 'bí lá +kókò òjò.

CYCLE 134

M-1

A	B
rainy weather:	We have rainy weather today.
sunny "	" " sunny " "
harmattan "	" " harmattan " "
about to rain:	It's about to rain.
windy:	It's windy.
stormy:	It's stormy
this time (of the year)	It is usually cold this time of the year.

M-2

A	B
weather:	What's the weather like today?
be like:	Is the weather always like this this time of the year?

C-1

What's the weather like today?

______________________________.

(a sentence under M-1)

C-2

Is the weather always like this this time of the year?

Yes, it's always like this this time of the year.

No, it isn't always like this this time of the year.

ẸKỌ 134

M-1

A	B	C
òjo ń rọ̀:	Òjò ń rọ ló +ní.	Òjò ń rọ̀ ní òní.
oòrùn´mú:	Oòrùn´mú ló +ni.	Oòrùn´mú " "
ọyẹ́ " :	Ọyẹ́ " "	Ọyẹ́ " " "
òjòó ṣú:	Òjòó ṣú.	Òjòó ṣú.
afẹ́fẹ́:	Afẹ́fẹ́ ń fẹ́.	Afẹ́fẹ́ ń fẹ́.
ìjì ń jà:	Ìjì ń jà.	Ìjì ń jà.
ìwò'yí:	Òtútùú máa ḿ mú ní +wò'yí.	*Òtútùú máa ḿ mú ní ìwò èyí.

M-2

A	B	C
ojú ọ̀run:	Kí l' ojú ọ̀run´ti rí ló +ní?	Kí ni ojú ọ̀run´ti rí ní òní?
rí:	Ǹjẹ́ bá+yí l' ojú ọ̀run´ ti máa ń rí ní+wò 'yí?	*Ǹjé ibá èyí ni ojú ọ̀run´ ti máa ń rí ní ìwò èyí?

C-1

Kí l' ojú ọ̀run´ ti rí ló +ní?

__________________________________.

C-2

Ǹjẹ́ bá +yí l' ojú ọ̀run´ ti máa ń rí ní +wò 'yí?

Bẹ́ẹ̀ ni, bá +yí l' ojú ọ̀run´ ti máa ń rí ní +wò 'yí.

Ó tì o, bá +yí kọ́ l' ojú ọ̀run´ ti máa ń rí ní +wò 'yí.

CYCLE 135

Have each trainee describe in a few short sentences of the kinds found in the last five cycles the weather in his or her home town or state.

Help the trainees out in expressing any peculiar weather conditions which are not covered by the preceding five cycles.

CYCLE 136

M-1

A	B
because:	It is not warm today because it rained in the morning.

M-2

A	B
why:	Why is it not warm today?
be warm:	Was it warm yesterday?
warmth:	" " "
be hot:	Was it hot yesterday?

C-1

Why is/was it not warm ________________ ?
(day)

It is/was not warm ____________ because it rained.

C-2

When did it rain?

It rained in the ______________________ .
(period of day)

Ẹ̀KỌ́ 136

M-1

A	B	C
nitorikpé:	Ooru ò mú ló +ní nítorikpé òjòó rọ̀ lá àárọ̀.	Ooru kò mú ní òní nítoríkpé òjòó rọ̀ ní òwúrọ̀.

M-2

A	B	C
kí ní ṣe tí:	Kí ní ṣe tó 'oru ò (fi) mú ló +ní?	Kí ní ó ṣeé ti ooru kò (fi) mú ní òní?
ooruú mú:	Ǹjó 'oruú mú lá +nọ́?	Ǹjẹ́ ooruú mú ni ànọ́?
ooru:	" "	" "
oòrùn´mú:	Ǹjó oòrùn´mú lá +nọ́?	Ǹjẹ́ oòrùn´mú ni ànọ́?

C-1

Kí ní ṣe tó 'oru ò (fi) mú ní ________________ ?

Ooru ò mú ní ________________ nítoríkpé òjòó rọ̀.

C-2

Ń 'gbà 'wo l' òjòó rọ̀?

Òjòó rọ̀ ní ________________ .

CYCLE 137

M-1

A	B
Ojo:	Ojo will go out if it doesn't rain.
Mary:	Mary " " " "
Dada:	Dada " " " "

M-2

A	B
if/when:	When Ojo arrives... ... ...
	If Ojo arrives, ...
suppose that:	But suppose it rains?

C-1

Say, __________ (person), are you going out tonight?

Yes.

C-2

Where to?

I am going to __________ (location).

C-3

But suppose it rains?

I won't go out if it rains.

ẸKỌ́ 137

M-1

A	B	C
Òjó:	Òjó máa já+de tó +jò ò bá rọ̀	*Òjó máa já òde tí òjò kò bá rọ̀
Mèrí:	Mèrí máa já+de tó +jò ò bá rọ̀	*Mèrí máa já òde tí òjò kò bà rọ̀
Dàda:	Dàdaá máa já+de tó +jò ò bá rọ̀	*Dàdaá máa já òde ti òjò kò bá rọ̀

M-2

A	B	C
tí...bá:	Tó +jó bá dé.... Tó+ jó bá dé....	Tí òjó bá dé...... Tí òjó bá dé......
ti...bá ńkó?:	Tó +jòó bá rọ̀ ńko?	Tí òjọ̀ọ́ bá rọ̀ ńkọ́?

C-1

Ǹ gbọ́, ________, ǹjó o máa já+de lá 'lẹ́?

Bẹ́ẹ̀ ni/Ẹn.

C-2

Ḿ'bo l'o máa lọ?

Mo máa lọ (si)____________.

C-3

Tó +jòó bá rọ̀ ńkọ́?

Ǹ kò níí lọ tó +jòó bá rọ̀.

CYCLE 138

M-1

A	B
feel warm:	You feel warm.
feel cold:	" " cold.
open:	Open the window
if:	if you feel warm.
shut:	Shut the door
if:	if you feel cold.

M-2

A	B
feel warm:	Do you feel warm?
feel cold:	" " " cold?

C-1

a. Do you feel ____________________?

b. Yes, I feel ____________________.

a. ______________ the ______________ if you feel ____________ .
(open/shut) (window/door)

ẸKỌ 138

M-1

A	B	C
ooruú mú:	Ooruú mú ẹ.	(Same as B)
òtútùú mú:	Otútùú mú ẹ.	"
ṣí:	Ṣí fèrèsé	Ṣí fèrèsé
tí...bá:	tó ooruú bá mú ẹ.	tí ooruú bá mú ẹ.
kpa...dé:	Kpa 'lẹ̀kùn dé	Kpa ilẹ̀kùn dé
tí...bá:	tó +tútùú bá mú ẹ.	tí òtútùú bá mú ẹ.

M-2

A	B	C
ooruú mú:	Ooruú mú ẹ bi?	(Same as B)
òtútùú mú:	Òtútùú " " "	"

C-1

a. ____________ mú ẹ bí?

b. Bẹ́ẹ̀ ni, ____________ mú mi.

a. ______ ______ tí...bá mú ẹ.

CYCLE 139

M-1

A	B
	I plan to go out with Mary in the evening, but if this rain doesn't stop by seven, then we won't go out.

M-2

A	
stop:	Has the rain stopped?
by:	Will it stop by seven?
but:	But suppose it stops at 7:10 p.m.?

C-1

What are your plans for ______________________ ?
(time)

I plan to ____________________________________ .
(add a condition)

ẸKỌ 139

M-1

A	B	C
	Mo fẹ́ẹ́ bá Mèri já +de lá 'lẹ́, ṣùgbọ́n t ó +jò 'yi ò bá dá títí aago mé+je, a ò níí já +de.	*Mo fẹ́ bibá Mèri já òde ni alẹ́, ṣùgbọ́n ti òjò èyi kò bá dá títí agogo méèje, akò nií já òde.

M-2

A	B	C
dá:	Òjòó ti dá bí?	(Same as B)
títí:	Ǹj' ó máa dá títí aago mé+je?	Ǹjẹ́ o máa dá títí agogo méèje?
ṣugbọ́n:	Ṣùgbọ́n t' ó bá dá lá 'ago mé+jeé kọjá ìṣẹ́jú mẹ́+wá ńkọ́?	Ṣùgbọ́n tí ó bá dá ní agogo méèjeé kọjá ìṣẹ́jú mẹ̀ẹ̀wá ńkọ́?

C-1

Kí l' o fẹ́ẹ́ ṣe ní ________________________?

Mo fẹ́ẹ́ ___________________________________.

CYCLE 140

M-1

A	B
rainy season:	I like the rainy season.
dry "	I " " dry "
narmattan "	I " " harmattan "

M-2

A	B
enjoy:	I enjoy the harmattan season.
the most:	I " " " " the most.

C-1

What season(s) do you like in ____________________ ?
(locality)

I like the _________ season(s) in ________________ .

C-2

What season do you enjoy the most?

I enjoy the ____________ season the most.

ẸKỌ́ 140

M-1

A	B	C
àkókò òjò:	Mo fẹ́+rọ̀n àkókò òjò.	*Mo fẹ́ ọ̀rọ̀n àkókò òjò.
" ọ̀gbẹlẹ̀:	" " " ọ̀gbẹlẹ̀.	* " " " ọ̀gbẹ ilẹ̀.
" ọyẹ́:	" " " ọyẹ́	" " " ọyẹ́.

M-2

A	B	C
gbá'dùn:	Mo máa ń gbá'dùn àkókò ọyẹ́.	*Mo máa ń gbọ́ adùn àkókò ọyẹ́.
jù lọ:	Àkókò ọyẹ́ ni mo ń gbá'dùn.	Àkókò ọyẹ́ ni mo ń gbọ́ adùn jù lọ.

C-1

Àkókò 'wo l' o fẹ́+rọ̀n ní ________________________ ?

Mo fẹ́+rọ̀n àkókò __________ ní ________________________.

C-2

Àkókò 'wo l' o máa ń gbá 'dùn jù lọ?

Àkókò __________ ni mo ń gbá 'dùn jù lọ.

CYCLE 141

C-1

What part of _______ do you like best?
(country)

I like the ________ part of ___________ best.

C-2

Are you by any chance from there?

Not at all!

C-3

Have you ever lived there before?

Yes, for ______ years.
(number)

C-4

What is the climate like there?

____.
(Describe the seasons and weather.)

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ẸKỌ́ 141

C-1

Akpá abo l' o fẹ́+rọ̀n jù lọ ní __________ ?

Akpá ______ ilẹ̀ ________ ni mo fẹ́+rọ̀n jù lọ.

C-2

Akpá abẹ̀ l'o ti wá bí ?

Rárá o !

C-3

O ti gbé 'bẹ̀ rí bí ?
Bẹ́ẹ̀ ni, mo gbé 'bẹ̀ fún ọdún

C-4

Kí l' ojú ọ̀run' ti máa ń rí lá 'kpá abẹ̀ ?

____________________________________.

CYCLE 142

M-1

A	B
right:	John sits to the right of Ojo.
left:	Dada " " left " "
between:	Mary " between Ojo and Dada.

M-2

A	B
sit:	Where does she sit?
stand:	Where does she stand?
throw:	Where did she throw the ball?
kick:	" " " kick " "
ball:	" " " " "
side:	To which side did she kick it?

C-1

Who sits to your_______ ?

___________ sits to my ________________ ./It's ________________.

C-2

Did _____________ kick the ball?
(person)

Yes, _________ kicked the ball.

C-3

Where did he/she kick it?

He/she kicked it to the ________________.
(direction)

Ẹ̀KỌ́ 142

M-1

A	B	C
ọ̀tún:	Jọ̀ọ́nú jó+kó sá 'kpá ọ̀tún òjọ́.	Jọ̀ọ́nú jóòkó sí akpá ọ̀tún òjó.
òsì:	Dàdaá " " òsì "	Dàdaá " " " òsì "
àÁrín:	Mèrí jó+kó sá àárín òjó àti Dàda.	Mèrí jóòkó sí àárín òjó àti Dàda.

M-2

A		
jó+kó:	Akpá abo l' ó jó+kó sí?	*Akpá ibi èwo ni ó jóòkó sí?
dúró:	" " dúró "	* " " " " " dúró "
jù:	" l' ó ju bọ́ọ̀lù nọ́ọ̀ sí?	* " " " ni ó ju bọ́ọ̀lù nọ́ọ̀ sí?
gbá:	" " gbá " "	* " " " " " gbá " "
bọ́ọ̀lù:	" " " " "	* " " " " " " " "
akpá abo:	" " " " "	* " " " " " " " "

C-1

Ta l' ó jó+kó sá 'kpá ________________ rẹ?

__________ l' ó jó+kó sá 'kpá ________________ mi./ ________________ ni.

C-2

Ǹjẹ́ ________________ gbá bọ́ọ̀lù nọ́ọ̀?

Bẹ́ẹ̀ ni, ________________ gbá bọ́ọ̀lù nọ́ọ̀.

C-3

Akpá abo l' ó gbá a sí?

Akpá _______ l' ó gbá a sí./ O gbá a sá 'kpá ____________ .

CYCLE 143

M-1

A	B
write:	Ojo writes with the right hand.
	" " " " left "
play football:	" plays " " right (foot).
	" " " " left "

M-2

A	B
hold:	He holds a pen with the left hand.
pen:	" " " "
to be able:	He can write with the left hand.
with:	" " " " "
hand:	He can hold it with one hand.

C-1

Which hand do you write with?

I write with the ________________ .

C-2

Can you write with the _____________ ?

Yes, I can _________________________ .
(complete the sentence)

No, I can't _________________________ .
(complete the sentence)

Ẹ̀KỌ́ 143

M-1

A	B	C
kọ:	Ọ̀tún l' Òjó fi ń kọ̀ 'wé.	Ọ̀tún ni Òjó fi ń kọ iwé.
	Òsì " "	Òsì " "
goá bọ́ọ̀lù:	Ọ̀tún l' Òjó fi ń gbá bọ́ọ̀lù.	Ọ̀tún " " " ń gbá bọ́ọ̀lù.
	Òsì " "	Òsì " " " " "

M-2

A	B	C
dì...mú:	Òsì l' ó fi ń di pẹ́ẹ̀nì mú.	Òsì ni o fi ń di pẹ́ẹ̀nì mú.
pẹ́ẹ̀ni/kálàmú:	" " "	" " "
lè:	Ó lè f' òsì kọ̀ 'wé.	Ó lè fi òsì kọ ìwé.
fi:	" " "	" " "
ọwọ́:	Ó lè f' ọwọ́ ọ̀kọn dì í mú.	*Ó lè fi ọwọ́ ìkọn dì í mú.

C-1

Ọwọ́ ọ̀wo l' o fi ń kọ̀ 'wé?

Ọwọ́ __________ ni mo fi ń kọ̀ 'wé.

C-2

Ǹjó o lè fi ______________ kọ̀ 'wé?

Bẹ́ẹ̀ ni, mo lè ______________________________.

Ó tì o, ñ kò lè ___________________________.

CYCLE 144

M-1

A	B
in front of:	I sit in front of Ojo.
behind:	You sit behind Ojo.

M-2

A	B
table:	There is a table in front of Ojo.
door:	" " door " "
window:	" " window " "

C-1

Where does ____________ sit?
(trainee)

____________ sits __________ of ________________.
(direction) (another trainee)

C-2

Does ________________ sit ________________ of him/her?
(another trainee) (direction)

Yes, ________ sits __________ of him/her.

No, __________ doesn't sit _____ of him/her _______ sits ________ of him/her.
(correct direction)

Ẹ̀KỌ́ 144

M-1

A	B	C
Iwájú:	Mo jó+kó sí 'wájú òjó.	Mo jóòkó sí iwájú òjó.
ẹ̀hìn:	O jó+kó sé +hìn "	O " " ẹ̀hìn "

M-2

A	B	C
Tábìlì:	Tábìlì 'kọn wà ní 'wájú òjó.	*Tábìlì ìkọn wà ní iwájú òjó.
ilẹ̀kùn:	Ilẹ̀kùn " " " "	*Ilẹ̀kùn " " " "
Fèrèsé:	Fèrèsé èkọn " " "	*Fèrèsé " " " "

C-1

Ḿ 'bo ni ________ jó+kó (sí) ?

________ jó+kó sí ________ ____________ .

C-2

Ǹjẹ́ _________ rẹ̀ ni ______ jó+kó (si) ?

Bẹ́ẹ̀ ni, _____ rẹ̀ ni ________ jó+kó (sí) .

Ó tì o, ________ rẹ̀ kọ́ ni ______ jó+kọ́ (sí), ________ rẹ̀ ni _____ jó+kó (sí).

CYCLE 145

M-1

A	B
on:	There are books on the table.
under:	There " shoes under the table.
chair:	" " chairs " " "

M-2

A	B
to put:	I put books on the table.
	" " shoes under "
beneath:	He sat beneath a tree.
tree:	" " " "
chair:	He sat on a chair.
to sit:	" " " " "

C-1

Where did I put the ______________ ?
(item)

You put the ________ ______________ the table.
(item) (preposition)

CYCLE 146

1) Have the trainees locate the various items in the classroom relative to themselves and to different members of the class.
2) Have them give brief descriptions of their hotel or dormitory.
3) Have them locate their present residence, school etc. in relation to other landmarks of interest in the city where their training program is being held.

Refer them back to cycles 48 - 50 for the way to express the concept of nearness.

ẸKỌ́ 145

M-1

A	B	C
ló 'rí:	Ìwé wà ló 'ríi tábìlì nọ́ọ̀.	Ìwé wà ní oríi tábìlì nọ́ọ̀.
lá 'bẹ́:	Bàtàá wà lá 'bẹ́ẹ " "	Bàtàá " abẹ́ẹ " "
àga:	Àgaá " " " "	Àgaá " " " " "

M-2

fi:	Mo f' ìwé só 'ríi tábìlì nọ́ọ̀.	Mo fi ìwé sí oríi tábìlì nọ́ọ̀.
	" fi bàtà sá 'bẹ́ẹ " "	" " bàtà sí abẹ́ẹ " "
abẹ́:	Ó jó+kó sá 'bẹ́ ẹgi.	Ó jóòkó sí abẹ́ igi.
igi:	" " "	" " "
àga:	Ó jó+kó só 'rí àga.	Ó jóòkó sí orí àga.
jó+kó:	" "	" "

C-1

Ḿ bo ni mo fi _______________ nọ́ọ̀ sí?

Ó fi __________ nọ́ọ̀ sí ___________ tábìlì.

CYCLE 147

M-1

A	B
in/inside:	There is some money in this bag.
in/at:	He is at home.
in:	We are in the rainy season right now.
middle:	He arrived in the middle of August.

M-2

A	B
enter:	He entered the store.
money:	I have some money in my pocket.
on you:	Do you have some money on you?

C-1

a. Say, __________ (person), do you have some money on you?

b. Yes. What for?

a. I want to buy ______ with it, inside that store.

C-2

b. How much would you like?

a. __________________________ (name the sum).

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ẸKỌ 147

M-1

A	B	C
ní 'nú/ ń 'nú	Owó wà ń 'nú àkpò 'mi.	*Owó wà ní inú àkpò èmi.
ní:	Ó wà ní 'lé/ó wà ń'lé.	Ó wà ní ilé.
inú:	Inú àkókò òjò l'a wà 'yí.	Inú àkókò òjò ni a wà wàyí.
àárín:	Ó dé lá àárín oṣù 'kẹ́+jọ ọdún.	*Ó dé ní àárín oṣù ikẹ́ẹ̀jọ ọdún.

M-2

A	B	
wọ̀/wọ 'nú:	Ó wọ 'núu ṣọ́ọ̀bù nọ́ọ̀.	Ó wọ inúu ṣọ́ọ̀bù nọ́ọ̀.
owó:	Owó wà lá 'kpò 'mi.	*Owó wà ní àkpò èmi.
ọwọ́ ọ̀rẹ:	Ǹjó 'wó wà lọ́ 'wọ́ ọ̀rẹ?	*Ǹjẹ́ owó wà ní ọwọ́ ìrẹ?

C-1

a. N̄ gbọ́, ____________, owó wà lọ́ 'wọ́ ọ̀rẹ bí?

b. Bẹ́ẹ̀ ṇi, Kí l'o fẹ́ẹ́ fi ṣe ?

a. Mo fẹ́ẹ́ fi ra ______ ń 'núu ṣọ́ọ̀bù 'yẹn.

C-2

b. Èló l' o fẹ́ ?

a. ________________________.

CYCLE 148

M-1

A	B
father:	She went to her father.
mother:	" came " " mother.
older sibling:	" went " " older sibling.
younger:	" " " " younger "
doctor:	" " to the doctor.
Ojo:	" " " Ojo
with:	" lives with her mother.

M-2

A	B
nearby:	Is there any store nearby?
any:	" " "

C-1

Where do you live?

I live on ____________________ street.

C-2

Who are you staying with?

I am staying with ______________________________.
(anybody including relatives)

ẸKỌ́ 148

M-1

A	B	C
bàbá:	ó lọ (sí) ọ̀dọ bàbá arẹ̀.	*ó lọ (sí) ọ̀dọ̀ọ bàbá irẹ̀.
ìyá:	" wá " ọ̀dọ̀ ìyá arẹ̀.	*ó wá " ọ̀dọ̀ ìyá irẹ̀.
ẹ̀gbọ́n:	" lọ (sí) ọ̀dọ̀ ẹ̀gbọ̀n¯'rẹ̀.	*ó lọ sí ọ̀dọ̀ ẹ̀gbọ́n irẹ̀.
àbúrò:	" " " " àbúrò orẹ̀.	*ó " " " àbúrò irẹ̀.
dókítà:	" " " ọ̀dọ dókítà.	ó lọ́ (sí) ọ̀dọ̀ọ dókítà.
ọ̀jó:	" " " ọ̀dọ̀ ọ̀jó.	ó lọ (sí) ọ̀dọ̀ ọ̀jó.
ọ̀dọ̀:	ó ń gbọ́ +dọ̀ ìyá arẹ̀.	ó ń gbé ọ̀dọ̀ ìyá irẹ̀.

M-2

A	B	C
ıtòsí/	Ǹjẹ́ ṣọ́ọ̀bù kọ̀nkọn´ wà ń 'tòsí?	Ǹjẹ́ ṣọ́ọ̀bù kọ̀nkọn´wa ní itòsí?
ẹ̀bá abí:	" " " " lẹ́ +bá abí?	" " " " ní ẹ̀bá ibí?
kònkọn:	" " " "	" " " " "

C-1

M 'bo l' o ń gbé?

_________ ni mo ń gbé.

C-2

Ọ̀dọ ta l' o ń gbé?

Ọ̀dọ̀ _________ ni mo ń gbé.

[Note: The preposition sí 'to' never occurs directly before an animate noun. For sí before inanimate nouns cf. cycle 51.]

CYCLE 149

[Refer to Map 3]

M-1

Go along Bankọle street.

You will come to Balogun street.

Turn to your right.

Keep going.

Turn to your left this time.

Go along Broad street.

You will pass Phoenix Lane.

Continue in the same direction for a short while.

You will see a big building in front of you.

M-2

A	B
to come to:	He came to Balogun street.
to make a turn:	He turned to the right.
go along:	He went along Broad street.
go by way of:	He went by way of Balogun street.
to pass:	He passed Phoenix Lane.

C-1

Where was he going?

He was going to ______________________ .
(any public building)

C-2

How did he go?

He went by way of _______________ street.

ẸKỌ́ 149

M-1

B	C
Máa bọ́ +nọ̀ọ Báńkọ́lé lọ.	Máa bá ọ̀nọ̀ọ Báńkọ́lé lọ.
O máa bọ́ sọ́ +nọ̀ọ Balógun.	O máa bọ́ si ọ̀nọ̀ọ Balógun.
Yà sí (akpá) ọ̀tún./ Yà sí (ọwọ́) ọ̀tún.	Yà sí akpá ọ̀tún./ Yà sí ọwọ́ ọ̀tún.
Máa rin lọ.	Máa rin lọ.
Yà sí (akpá) òsì ní +daàyí./ Yà sí (ọwọ́) òsì ní +daàyí.	*Yà sí (akpá) òsì ní ìda èyí./ *Yà sí ọwọ́ òsì ní ìda èyí.
Máa bá búrọ́dù siriìtì (Broad street)lọ.	Máa bá búrọ̀dù siriìtì (Broad street) lọ.
O máa kọjáa fínísì leènì (Phoenix Lane)	O máa kọjáa fínísì leènì (Phoenix Lane).
Rìn sí 'wájú díẹ̀ sí i.	Rìn sí iwájú díẹ̀ sí i.
O máa rí 'lé ńlá àkọn ní 'wájú ùrẹ.	*O máa rí ilé ńlá ikọn ní iwájú ìrẹ.

M-2

A

bọ́ sí/ já sí:	Ó bọ́ sọ́ +nọ̀ọ Balógun.	Ó bọ́ sí ọ̀nọ̀ọ Balógun.
yà...:	Ó yà sọ́ +tún.	Ó yà sí ọ̀tún.
bá...lọ:	Ó bá búrọ́dù siriìtì (Broad street) lọ.	Ó bá búrọ́dù siriìtì (Broad street) lọ.
gbà...:	Ó gb' ọ̀nọ Balógun.	Ó gba ọ̀nọ̀ọ Balógun.
kọjá:	Ó kọjáa fínísì leènì (Phoenix Lane).	O kọjáa fínísì leènì (Phoenix Lane).

C-1

Ḿ 'bo l' ó ń lọ?

__________ l' ó ń lọ.

C-2

Ọ̀nọ 'bo l' ó gbà?

Ó gb' ọ̀nọ̀ ____________________./ Ọ̀nọ̀ __________ l' ó gba.

CYCLE 150

M-1

A	B
Balogun Street:	Keep going until you come to Balogun Street.
there:	" " " " arrive there.
pass:	" " " " pass Phoenix Lane.
don't:	Don't make any turn.

M-2

A	B
other side:	The store is on the other side of the road.
road:	" " " " " "

C-1

Which is the way to ________________ ?
(public building)

Go by way of __________ street.

When you reach ______________ , turn
(place, street)

to your ____________ .

Keep going until you reach ___________ street.

________________ will appear to your
(public building)

CYCLE 151

Have each trainee alternately play the role of a tourist asking for directions and the role of someone giving street information to a tourist.

Let them do this with respect to the city in which their training site is located.

ẸKỌ́ 150

M-1

A	B	C
ọ̀nọ Balógun:	Máa lọ títí ó máa fi bọ́ sọ́ +nọ̀ọ̀ Balógun.	Máa lọ títí o máa fi bọ́ sí ọ̀nọ̀ọ̀ Balógun.
ibẹ̀:	Máa lọ títí o máa fi dé'bẹ̀	Máa lọ títí o máa fi dé ibẹ̀
Kọjá:	Máa lọ títí o máa fi kọjaa fínísì leènì(Phoenix Lane).	Máa lọ títí o máa fi kọjáa fínísì leènì (Phoenix Lane).
máà:	Má yà sọ́ +tún tàbí só +si.	Máà yà sí ọ̀tún tàbí sí òsi

M-2

A	B	C
òdì 'kejì/ òdì 'ké+jì	Sọ́ọ̀bù 'kọ́n wà ló +dì 'ké+jì ọ̀nọ̀	*Sọ́ọ̀bù ìkọ́n wá ní òdì ìké+ji ọ̀nọ̀
ọ̀nọ̀:	" " "	

C-1

Ọ̀nọ̀ ______________ dà?

Gb' ọ̀nọ̀ ______________ .

Ń 'gbà tó o bá dé ______ yà si ______.

Máa lọ títí o máa fi dé ọ̀nọ̀ __________ .

__________ l'o máa rí lá 'kpá/lọ́ 'wọ́ ______ rẹ̀.

CYCLE 152

M-1 [Refer to Map 4]

A	B
city:	Lagos is a large city.
town:	Ibokun " " small town.
hamlet:	It's a hamlet.

M-2

A	B
to know:	Do you know Kano?
been...to:	Have you ever been in Kano?
ever:	" " " " "
be born:	Were you born in Kano?

C-1

Say, ____________ (person), do you know ________________ (town, city)?

Yes, I know ________________.

C-2

What kind of town/city is it?

It is a ______________________ (size of city/town).

C-3

Have you ever been there?

Yes, last __________________ (time).

ẸKỌ́ 152

M-1

A	B	C
ìlú:	Ìlú ńlá l' Èkó.	Ìlú ńlá (lílá) ni Èkó.
ìlú:	Ìlú kékeré n' Ìbòkun.	" kékeré ni Ìbòkun.
ìletò/ìlé+tò:	Ìlé+tò ni.	Ìléètò ni.

M-2

A		
mọ̀:	Ǹjó o mọ Kánò?	Ǹjẹ́ o mọ Kánò/ (Kábọ̀!)
dé:	Ǹjó o dé Kánò rí?	Ǹjẹ́ o dé Kánò rí?
rí:	" " "	" "
bí:	Ǹjẹ́ Kánò ni wọ́n ti bí ẹ?	Ǹjẹ́ Kánò ni wọn′ ti bí ẹ?

C-1

N̄ gbọ́, __________ ǹjó o mọ ____________________ ?

Bẹ́ẹ̀ ni/ Ẹn, mo mọ ____________________ .

C-2

Irú ìlú ìwo ni?

______________ ni.

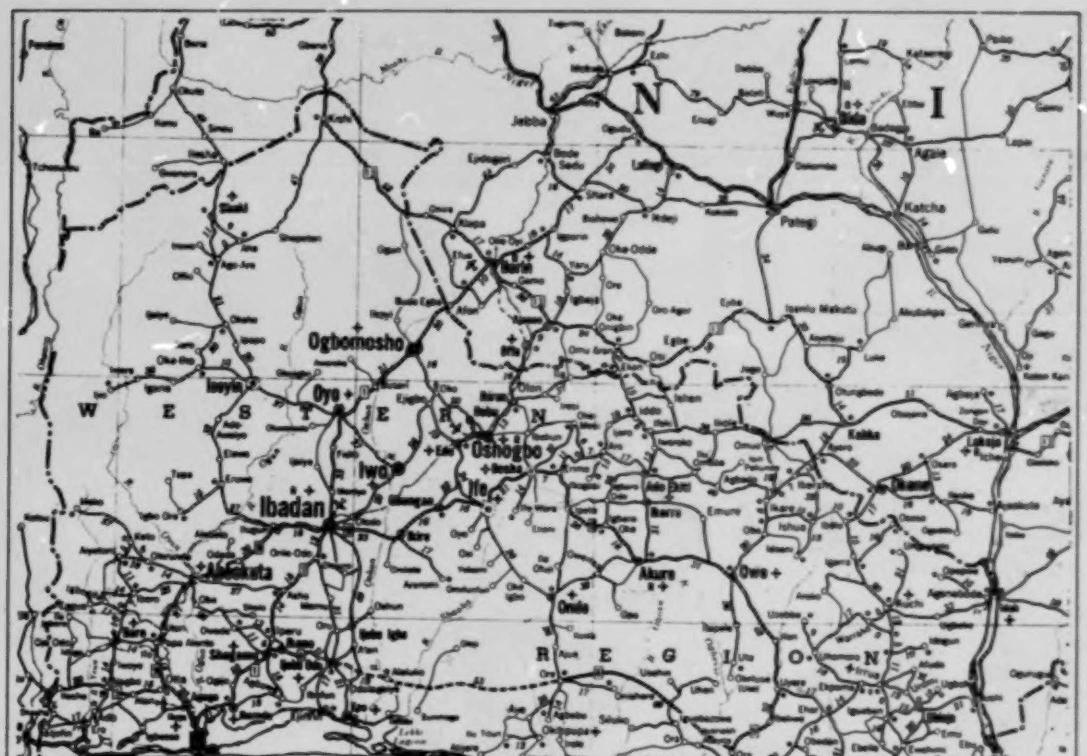
C-3

Ǹjó o dé 'bẹ̀ rí?

Bẹ́ẹ̀ ni, mo lọ sí 'bẹ̀ ní ______________ t' ó kọjá.

MAP 5

Western Region


N
I
W E S T E R N
R E G I O N
Ogbomosho
Oyo
Iwo
Oshogbo
Ife
Ibadan
Abeokuta
Akure
Owo
Ondo
Benin City
Onitsha
Jebba
Lagos
Badagri
LAGOS
Bight of Benin

Map Courtesy of Esso West Africa, Inc.
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CYCLE 153

M-1 [Refer to Map 5]

A	B
Ibadan:	Lagos is not far from Ibadan.
Ikorodu:	" " " Ikorodu.
Shagamu:	" " " Shagamu.

M-2

A	B
be far:	Is Lagos far from Ibadan?
miles:	How many miles is Lagos to Ibadan?
direction:	In which direction is Shagamu?
on the road:	Is it on the road to Ibadan?

C-1

In which direction is ______________________________ ?
(town; you may refer to the map)

It's on the road to __________________ .
(town)

C-2

Is ______________ far from here?
(town in C-1)

Yes, it is far from here.

No, it isn't far from here.

C-3

How many miles is it from here to _________________ ?
(same town)

____________ is __________ miles from here.

[Distances between cities are indicated on Map 5]

ẸKỌ́ 153

M-1

A	B	C
Ìbàdọ̀n:	Èkó ò jìnọ̀ sí +bàdọ̀n.	Èkó kò jìnọ̀ sí Ìbàdọ̀n.
Ìkòròdú:	" " " +kòròdú.	" " " " Ìkòròdú.
Ṣágámù:	Ṣágámù.	" " " Ṣágámù.

M-2

A	B	C
jinọ̀:	Njé +kó jinọ̀ si +bàdọ̀n?	Njẹ́ Èkó jinọ̀ si Ibàdọ̀n?
méèlì/ibùsọ̀:	Méèlì mé+ló l' Èkó sí +bàdọ̀n?	Méèlì méèló ni Èkó sí Ìbàdọ̀n?
ọ̀nọ 'bo:	Ọ̀nọ 'bo ni Ṣágámùú wà?	*Ọ̀nọ̀ ibi èwo ni Ṣágámùú wà?
ọ̀nọ̀:	Ǹjọ́ +nọ̀ọ̀ 'bàdọ̀n l' ó wà?	Ǹjẹ́ ọ̀nọ̀ Ibàdọ̀n ni ó wà?

C-1

Ọ̀nọ 'bo ni ______________________ wà?

Ọ̀nọ̀ _________________ l' ó wà.

C-2

Ǹjẹ́ ____________ jìnọ̀ sí 'bí?

Bẹ́ẹ̀ ni, ó jìnọ̀ sí 'bí.

Ó tì o, kò jìnọ̀ sí 'bí.

C-3

Méèlì mé+ló ni ____________ sí 'bí?

Méèlì __________ ni _________ sí 'bí.

CYCLE 154

M-1 [Refer to Map 5]

A	B
from..to:	From here to Lagos is about twenty miles.
about:	" " " Ibadan " "
more than:	" " " Owo is more than " "

M-2

A	B
be close:	Is Lagos close to Owo?
road/route:	Which route is quicker?

C-1

Is _________ close to this place?
(town)

Yes, _________ is close to this place.

No, _________ is far from here.

C-2

How far is _____________ from here?
(same town)

It's about _____ miles from here.

It's more than _______ miles from here.

ẸKỌ́ 154

M-1

A	B	C
àti...sí:	Àti 'bí sé+kó tó ogún⁻ méèlì.	Àti ibí sí èkó tó ogún⁻ méèlì.
tó:	" " sí+bàdọ̀ń " "	" " " Ìbàdàń " "
jù:	" " sọ́+w̄ọ̀ọ́ ju ogún⁻ méèlì.	Àti ibí sí Ọ̀wọ̀ọ́ ju ogún⁻ méèlì.

M-2

A	B	C
sún mọ́:	Ǹjé +kó sún mọ́ +wọ̀?	Ǹjẹ́ Èkó sún mọ́ ọ̀wọ́ ?
ọ̀nọ̀:	Ọ̀nọ̀ 'wo l'ó yá jù ?	*Ọ̀nọ̀ èwo ni ó yá jù ?

C-1

Ǹjẹ́ __________ sún mọ́ 'bí ?

Bẹ́ẹ̀ ni, __________ sún mọ́ 'bi.

Ó tì o, __________ jìnọ́ sí 'bí

C-2

Méèlì mé+ló ni __________ sí 'bi ?

Ó tó méèlì __________ sí 'bí.

Ó ju méèlì __________ sí 'bí.

CYCLE 155

M-1

A	B
alone:	I am going alone.
with:	I am going along with Mary.
Mary and I:	Mary and I are going together.
together:	" " " " "
two:	Two of us are going.
all:	All of us are going.

M-2

A	B
together:	Shall we go together?
shall we:	" "
shall I:	Shall I bring Mary along?
bring along:	" " "

C-1

Shall we go together?

All right.

C-2

Shall I bring ____________________ along?
(person, thing)

O.K.

No!

ÈKỌ́ 155

M-1

A	B	C
nìkọn:	Mo máa dá nìkọn lọ (ni).	Mo máa dá nìkọn lọ (ni).
bá:	Mo máa bá Mèrí lọ.	Mo máa bá Mèrí lọ.
èmi àti Mèrí:	Èmi àti Mèrí l' a jọ máa lọ.	Èmi àti Mèrí ni a jọ máa lọ.
jọ:	" " " "	" " "
mé+ji:	Awa mé+ji l' ó máa lọ./ Awa " l' a " "	Awa méèji ni ó máa lọ./ " " " a " "
gbogbo:	Gbogbo owa l' ó máa lọ./ " " l' a " "	*Gbogbo iwa ni ó máa lọ./ * " " " a " "

M-2

A	B	C
jọ/jìjọ:	Ṣé ká jọ lọ?	Ṣé kí a jọ lọ?
ṣé ká:	" "	" ""
ṣé kí ñ:	Ṣe kí ñ mú Mèrí dání?	Ṣé kí èmií mú Mèrí dání?
mú...dání:	" "	" " "

C-1

Ṣe ká jọ lọ?

Kò burú.

C-2

Ṣé kí ñ mú ______________ dá ní?

Ó dáa.

Rárá!

[Note: In all the sentences under M-1, máa can be replaced by ń.]

CYCLE 156

M-1

A	B
foot:	I am going on foot.
bicycle:	I " " on bicycle.
Horse(back):	I " " on horseback
boat:	I " " by boat.
truck (lorry):	I " " " truck.
bus:	I " " " bus.
train:	I " " " train.
air:	I " " " air.

C-1

Are we going on/by ____________ ?
(means)

Yes, we are going on/by __________ .

C-2

Is it faster by __________ than by _______?

Yes, it is faster by ______ than by _______ .

No, it isn't faster by _____ than by ______ .

Ẹ̀KỌ́ 156

M-1

A	B	C
ẹsẹ̀:	Ẹsẹ̀ ni mo máa fi rìn.	(Same as B.)
kẹ̀kẹ́:	Kẹ̀kẹ́ " " " gùn.	"
ẹṣin:	Eṣin " " " "	"
Ọkọ̀ ojú omi:	Ọkọ̀ ojó omi ni mo máa wọ̀.	Ọkọ̀ ojú omi ni mo máa wọ̀.
Ọkọ̀:	Ọkọ̀ ni mo máa wọ̀.	(Same as B.)
bọ́ọ̀sì:	Bọ́ọ̀sì " " " " "	"
rélùweè:	Rélùweè " " " "	"
Ọkọ̀ òfúrufú:	Ọkọ̀ òfúrufú ni mo máa wọ̀.	"

C-1

__________ l' a máa ________ bí?

Bẹ́ẹ̀ ni, ________ l'a máa __________.

C-2

Ǹjẹ́ __________ yá ju __________?

Bẹ́ẹ̀ ni, ________ yá ju __________.

Ó tì, __________ ò yá ju __________.

CYCLE 157

M-1

A	B
by bus:	I came here by bus.
by truck:	I " " " truck.
by air:	We shall go to Ghana by air.
by boat:	He will reach here by boat.

M-2

A	B
to take time:	How many hours did it take you?
how(means):	How did you arrive here?

C-1

How did ________________ arrive here?
(person, pronoun)

________ arrived here by ________ .

C-2

How many ________ did it take ________________ ?
(time) (person, pronoun)

It took ____________________ ____________ .
(numeral) (time)

C-3

Who is/are ________________ staying with?
(person,pronoun)

_________ is/are staying with _________ .
(person)

ẸKỌ́ 157

M-1

A	B	C
bọ́ọ̀sì:	Bọ́ọ̀sì ni mo bá/wọ̀ wà 'bí.	Bọ́ọ̀sì ni mo bá/wọ̀ wá sí ibí.
Ọkọ̀:	Ọkẹ̀ " " bá/wọ̀ wá/dé 'bí	Ọkọ̀ " " " wá/dé sí ibí
Ọkọ̀ òfúrufú:	Ọkọ̀ òfúrufú ni mo máa bá dé Gánà.	(Same as B)
Ọkọ̀ ojú omi:	Ọkọ̀ ojó omi l'o máa bá/wọ̀ dé 'bí.	Ọkọ̀ ọjú ọmi ni ó máa bá/wọ̀ dé sí ibi.

M-2

A	B	C
gbà:	Wákàtí mé+ló l' ó gbà yín?	Wákàtí méèló ni ó gbà yín ?
Kí ni:	Kí l'ẹ bá/wọ̀ dé 'bí?	Kí ni ẹ bá/wọ̀ dé sí ibí ?

C-1

Kí ni __________ bá/wọ̀ dé 'bí ?

__________ ni __________ bá/wọ̀ dé 'bí.

C-2

______ mé+ló l' ó gbà __________ ?

Ó gbà ________ ní ______________________.

C-3

Ọ̀dọ ta ni ________ ń gbé ?

Ọ̀dọ̀ __________ ni __________ ń gbẹ́.

CYCLE 158

M-1

A	B
fare:	What is the fare by truck?
	" " " bus?
	" " " boat?
	" " " air?

C-1

How are we going there?

We are going there by __________________ .
(means)

C-2

How many __________ will it take us?
(time)

It will take us ____________________ .
(time)

C-3

How many ______ will it take us if we go by ______ ?
(time) (means)

It will take us ______ if we go by ___________ .
(time)

C-4

What's the fare by ______________ ?
(means)

It's ___________ .
(amount)

C-5

And by ____________________ ?
(another means)

It's ____________________ .
(amount)

Ẹ̀KỌ́ 158

M-1

A	B	C
owó ọkọ̀:	Èló l' owọ́ ọkọ̀?	Èló ni owó ọkọ̀?
	Èló l' owóo bọ́ọ̀sì.	" " owóo bọ́ọ̀sì?
	Èló l' owọ́ ọkọ̀ ojó omi?	" " owó ọkọ̀ ojú omi?
	" " " òfúrufú?	" " " " òfúrufú?

C-1

Kí l' a máa wọ̀/bá dé 'bẹ̀?

__________ l' a máa _______________ dé 'bẹ̀.

C-2

____________ mé+ló l' ó máa gbà wá?

Ó máa gbà wá ní ____________________ .

C-3

_____________ mé+ló l' ó máa gbà wá tí a bá ______________ ?

Ó máa gbà wá ní _________ tí a bá _______________ .

C-4

Èló l' owó ______________ ?

_________________ ni.

C-5

_____________ ńkọ́?

_____________ ni.

CYCLE 159

M-1 [Refer to Map 5]

A	B
terminal:	Let's be at the terminal at six o'clock.
depart:	Our vehicle will depart at seven o'clock.
reach destination:	We shall soon reach our destination.
stop over:	We stopped over at Ọwọ.
pass through:	We passed through Ọwọ.

M-2

A	B
depart from:	Where shall we depart from?

C-1

When shall we depart?

We shall depart at _______ o'clock.

C-2

Where shall we depart from?

We shall depart from __________ street.

C-3

Shall we pass through ___________ ?
(town)

Yes, ________________________ .
(complete the sentence)

No, ________________________ .
(complete the sentence)

C-4

Let's be at the terminal by _______ o'clock.

All right. See you tomorrow!

Ẹ̀KỌ́ 159

M-1

A	B	C
ìdì ọkọ̀:	Jáá dé+di ọkọ̀ lá aago mẹ́+fà.	Jẹ́ kí a dé ìdí ọkọ́ ní agogo mẹ́ẹ̀fà.
ṣí:	Ọkọ̀ọ́ máa ṣí lá aago mé+je.	Ọkọ̀ọ́ máa ṣí ní agogo méèje
gún 'lẹ̀:	Ọkọ̀ọ́ máa tètè gún 'lẹ̀.	*Ọkọ̀ọ́ máa tètè gún ilẹ̀.
duró:	A dúró lọ́ +wọ̀.	A dúró ní ọ̀wọ̀.
Kọjá ní:	A kọjá lọ́ +wọ̀.	A kojá ní ọ̀wọ̀.

M-2

A	B	C
Ṣí:	Ḿ 'bo l' ọkọ̀ọ́ ti máa ṣí ?	*Ní ibi èwo ni ọkọ̀ọ́ ti máa ṣí?

C-1

Ń 'gbà 'wo l' ọkọ̀ọ́ máa ṣí ?

Ọkọ̀ọ́ máa ṣí lá aago __________ .

C-2

Ḿ' bo l' ọkọ̀ọ́ ti máa ṣí ?

Ọkọ̀ọ́ máa ṣí ní __________ .

C-3

A máa kọjá ní __________ bí ?

Bẹ́ẹ̀ ni, ____________________ .

Ó tì, ____________________ .

C-4

Jáá dé +dí ọkọ̀ lá aago __________ .

Kò burú. Ó d' àárọ̀ o !

CYCLE 160

M-1

[Refer to Map 5]

A	B
passengers:	We'll stop to pick up some passengers.
fuel:	" " " refuel.
eat:	" " " eat.
unload:	" " " unload.
let out:	" " " let out some passengers.

M-2

A	B
stop:	What shall we stop for?
wait:	" are we waiting for?
	Who " " " "
travel:	How many miles have we traveled?

C-1

How many miles have we traveled?

We've traveled ____________ miles.

We'll stop at ________________ .
(town)

C-2

What for?

We'll stop to ________________.
(purpose)

Ẹ̀KỌ́ 160

M-1

A	B	C
èrò:	A máa dúró (lá+ti) ké +rò.	A máa Dúró (láàti) ko èrò.
ekpo:	" " r' ekpo.	" " ra ekpo.
jẹun:	" " jẹun.	* " " jẹ ohun.
já ẹrù:	" " jẹ́ 'rù.	" " já ẹrù.
já:	" " jé +rò.	" " já èrò.

M-2

A	B	C
dúró:	Kí l' a máa dúró fún/ṣe?	Kí ni a máa dúró fún/ṣe?
dúró fún:	Kí l' a ń dúró fún?	Kí ni a ń dúró fún?
dúró dè:	Ta l' a ń dúró dè?	Ta ni a ń dúró dè?
rìn:	Méèlì mé+ló l' a ti rìn?	Méèlì méèló ni a ti rìn?

C-1

Méèlì mé+ló l' a ti rìn?

A ti rin méèlì ______________.

A máa dúró ní ______________.

C-2

Fún kí ni?/ Kí l' a máa dúró ṣe?

A máa dúró (lá+ti) ____________________.

CYCLE 161

M-1

A	B
meet:	My friend will meet us at the terminal.
father:	My father " "
mother:	My mother " "
son/daughter:	My son/daughter " "

M-2

A	B
who:	Who will meet us at the terminal?
nobody:	Nobody.
stay:	Where shall we stay?
	Who shall we stay with?

C-1

When shall we arrive there?

We'll arrive there at ___________ o'clock.

C-2

Who will meet us at the terminal?

_________ will meet us there.
(person)

C-3

Where shall we stay?

We'll stay at/with ________________.
(place, person)

Ẹ̀KỌ́ 161

M-1

A	B	C
kpàdé:	Bàbá àmi l' ó máa kpàdé ewa ní +dí ọkọ̀.	*Bàbá èmi ni ó máa kpàdé iwa ní ìdí ọkọ̀.
bàbá:	" " "	
iyá:	Ìyá àmi l' ó máa kpàdé ewa ní +dí ọkọ̀.	*Ìyá èmi no ó máa kpàdé iwa ní ìdí ọkọ̀.
ọmọ:	Ọmọọ̀ 'mi l' ó máa kpàdé ewa ní +dí ọkọ̀.	*Ọmọ èmi ni ó máa kpàdé iwa ní ìdí ọkọ̀.

M-2

A	B	C
ta:	Ta l' ó máa kpàdé ewa ní +dí ọkọ̀?	*Ta ni ó máa kpàdé iwa ní ìdí ọkọ̀?
kò sí:	Kò sí.	Ko sí.
dé sí:	Ḿ 'bo l' a máa dé sí?	*Ní ibi èwo ni a máa dé sí?
	Ọ̀dọ ta l' a máa dé sí?	Ọ̀ dọ̀ọ ta ni a máa dé sí?

C-1

Ń 'gbà 'wo l' a máa dé 'bẹ̀?

A máa dé 'bẹ̀ lá aago __________ .

C-2

Ta l' ó máa kpàdé ewa ní +dí ọkọ̀?

__________ l' ó máa kpàdé ewa ní +dí ọkọ̀.

C-3

Ḿ 'bo l' a máa dé sí?

(Ọ̀dọ̀) ______ l' a máa dé sí.

CYCLE 162

Have the trainees briefly review cycles 152 - 161, then have each of them give a brief description of his or her journey from home to the present training site. Each description must mention, among others, the following points:

1. point of departure
2. time of departure
3. means of travelling
4. fare
5. destination
6. time of arrival

CYCLE 163

M-1

A	B
sick:	John is sick.
feel well:	Mary isn't feeling well.
	He/she is sick.
	She isn't feeling well.

M-2

A	B
be wrong:	What's wrong with him/her?
headache:	He has a headache.
tooth:	" " " tootache.
stomach:	" " " stomachache.
back:	" " " backache.

ẸKỌ́ 163

M-1

A	B	C
ara...kò dá:	Ara Jọ̀ọ́nú ò dá/yá.	Ara Jọ̀ọ́nú kò dá/yá.
gbá 'dùn:	Mèrí ò gbá 'dùn.	*Mèrí kò gbọ́ adùn.
	Ara 'rẹ̀ ò dá/yá.	*Ara irẹ̀ kò dá/yá.
	Kò gbá 'dùn.	*Kò gbọ́ adùn.

M-2

A	B	C
ṣe...:	Kí l' ó ṣe é?	Kí ni ó ṣe é?
orí:	Orí ń fọ́ ọ.	(Same as B)
ehín/:	Ehín ń dùn′./	"
eyín:	" " ro ó.	"
inú:	Inú ń run′.	"
ẹ̀hìn/	Ẹ̀hìn ń dùn′./	"
ẹ̀yìn:	" " ro ó.	"

CYCLE 163 (continued)

C-1

Where is ________ today?
(person)

__________ is ____________________ .
(sick/not well)

C-2

What's wrong with him/her?

He/she has a ________________ .

335

ÈKỌ́ 163

C-1

__________________ ńkọ̀ọ̀?

______________________________ .

C-2

Kí l' ó ṣe é?

____________________________ .

CYCLE 164

M-1

A	B
go to see:	John went to see a doctor.
	John went to a doctor.
	John has gone to a doctor.
hospital:	He is at the hospital.
examine:	The doctor examined his ears.

M-2

A	B
eye:	My eyes hurt
leg:	" leg hurts.
ear:	" ear hurts.
hand:	" hand hurts.
since:	Since when?

C-1

Hello there! What can I do for you?

My __________ hurt(s).

I have a ____________ .

C-2

Since when?

Since ________________________ .
(yesterday, last....etc.)

ẸKỌ́ 164

M-1

A	B	C
lọ rí:	Jọ̀ọ́nú lọ rí dókítà.	(Same as B.)
	" " sọ́ +dọ̀ọ dókità.	Jọ̀ọ́nú lọ sí ọ̀dọ̀ọ dókítà.
	" ti lọ sọ́ +dọ̀ọ dókítà.	" ti lọ " " "
ilé ìwòsọ̀n:	C wà rí [illegible] èwòsọ̀n.	Ó wà ní ilé iwòsọ̀n.
yẹ̀...wò:	Dókítàá yẹ etí irẹ̀ wò.	(Same as B.)

M-2

A	B	C
ojú:	Ojú ń dùn mí	(Same as B.)
ẹsẹ̀:	Ẹsẹ̀ " " "	"
etí:	Etí " " "	"
Ọwọ́:	Ọwọ́ " " "	"
lá+ti:	Lá+t' ìgbà 'wo ?	*Láàti ìgbà èwo ?

C-1

Á à, ______, kí l'ó dé ?
(orúkọ)

C-2

Lá+t' ìgbà 'wo ?

Lá+ti ______________________________.

CYCLE 165

M-1

A	B
give:	The doctor gave John some medicine.
medicine:	" " "
say:	He said:
stay in bed:	" stay in bed for six hours."
don't:	"Don't go out at all."
take:	"Take this medicine."
come back:	"Come back next week."

M-2

A	B
give:	What did he give John?
say:	What did he say?

C-1

Where did John go to see him?

John went to see him at ________.
(place)

C-2

What did he give John?

He gave John _______________.
(name the drugs)

C-3

What did he say?

He said: "______________."

ẸKỌ 165

M-1

A	B	C
fún:	Dókítà rọ́ọ̀ fún Jọ̀ọ́nú ló 'ògùn.	Dókítà nọ́ọ̀ fun Jọ̀ọ́nú ní
oògùn:	" " "	oògùn.
ní:	Ó ní	Ó ní:
dùbúlẹ̀:	"Dùbúlẹ̀ fún wákàtí mẹ́+fà "	"Da ìbú lé ilẹ̀ fún wákàtí mẹ́ẹ̀fà"
máà:	"Máà já+de rá rá"	* "Máà (má kò) já òde rárá"
mu:	"Mo 'ògùn 'yí"	*"Mu oògùn èyí"
Kpadà wá:	"Kpadà wá lọ̀ +sẹ̀ tí ḿ bọ̀"	"Kpadà wa ní ọ̀sẹ̀ tí ó ḿ bọ̀"

M-2

A	B	C
fún:	Kí l' ó fún Jọ̀ọ́nú?	Kí ni ó fún Jọ̀ọ́nú.
wí:	Kí l' ó wí ?	Kí ni ó wí ?

C-1

Ḿ 'bo ni Jọ̀ọ́nú ti lọ rí i ?

_________ ni Jọ̀ọ́nú ti lọ rí i.

C-2

Kí l' ó fún Jọ̀ọ́nú ?

Ó fún Jọ̀ọ́nú ní _________ .

C-3

Kí l' ó wí ?

Ó ní: " ____________."

CYCLE 166

M-1

A	B
want:	I want you to stay in bed.
	I " " " take this medicine.
	I " " to come back next week.
ask:	He asked John to stay in bed.
	He " him to take the medicine.
	He " " to come back next week.

C-2

What was wrong with ______________?
(person)

______________________________________.
(state his complaint to the doctor)

C-2

What did the doctor want him to do?

The doctor wanted him to ____________________.

C-3

What did the doctor ask him to do?

The doctor asked him to _______________.

ẸKỌ́ 166

M-1

A	B	C
fẹ́:	Mo fẹ̀ kó o dùbúlẹ̀.	Mo fẹ́ kí o da ìbu lé ilẹ̀.
	" " " mo 'ògùn 'yí.	* " " " " mu oògùn èyí.
	" " " kpadà wá lọ̀ +sẹ tí ḿ bọ̀.	" " " " kpadà wá ní ọ̀sẹ̀ tí ó ḿ bọ̀.
ní:	Ó ní kí Jọ̀ọ́nú dùbúlẹ̀.	Ó ni kí Jọ̀ọ́nú da ìbú lé ilẹ̀.
	" " k' ó mo 'ògùn nọ́ọ̀.	" " ó mu oògùn nọ́ọ̀.
	" " " kpadà wá lọ́ +sẹ̀ tí ḿ bọ̀.	" " " kpadà wá ní ọ̀sẹ̀ tí ó ḿ bọ̀.

C-1

Kí l' ó ṣe ____________________?

____________________________________.

C-2

Kí ni dókítàá fẹ́ k' ó ṣe?

Dókítàá fẹ́ k' ó ____________________.

C-3

Kí ni dòkítàá ní k' ó ṣe?

Dókítàá ní k' ó ____________________.

[Note: Kí in M-1 is a conjunction meaning 'that', while kí in C-1 is an interrogative particle meaning 'what?'.]

CYCLE 167

M-1

A	B
say:	I said I went to see a doctor.
	I " I took the medicine.
	He " he (himself) stayed in bed for the whole day.
whole day:	" " " "
	I said he will be here tomorrow.

M-2

A	B
hear:	I heard that you went to see a doctor.
that (conj.)	" " " " " "
what:	What did you say?
it's true:	It's true.

C-1

_______, I understand that you _________________.
(name) (did something)

It's true. I _________________________.
(did something)

C-2

Excuse me, what did you say?

I said I ______________________________.

ẸKỌ́ 167

M-1

A	B	C
ní:	Mo ní mo lọ ri dókítà.	Mo ni mo lọ rí dókítà.
	Mo " " mo 'ògùn nọ́ọ̀.	" " " mu oògùn nọ́ọ̀.
	Ó ló +un′ dùbúlẹ̀ já 'lẹ̀ ọjọ́ +yẹn.	*Ó ní òun′ da ìbú lé ilẹ̀ já ilẹ̀ ọjọ́ ìyẹn.
já lẹ̀:	" " " "	
	Mo l' ó máa wá 'bí lọ́ +la.	Mo ní ó máa wá sí ibí ní ọ̀la.

M-2

A	B	C
gbọ́:	Mo gbọ́ kpó o lọ rí dókítà.	Mo gbọ́ kpé o lọ rí dókítà.
kpé:	" " "	" "
gbọ́:	" " "	" "
kí:	Kí l' o wí?	Kí ni o wí?
òótọ ni:	Òótọ́ ni.	Òtítọ́ ni.

C-1

____________ , mo gbọ́ kpó o ________________________ .

Òótọ́ ni. Mo __________________________________ .

C-2

Ẹẹn, kí l' o wí?

Mo ní mo _______________________ .

CYCLE 168

M-1

A	B
and:	John took the medicine and went to lie down.
lie down:	" " " "
	I asked you to take this medicine and stay in bed.
	Take this medicine, and don't go out at all!

M-2

A	B
and:	He cooked fish and eggs.
	He ate fish and eggs.
	He bought shoes and bags.
salt:	She sells salt and sugar.
sugar:	" " " "

C-1

What did he ask John to do?

He asked him to drink ___________ (something) and ____________________ (perform an activity).

C-2

What did John drink?

John drank ___________ (something) and water.

ẸKỌ́ 168

M-1

A	B	C
sì:	Jọ̀ọ́nú mo 'ògùn nọ́ọ̀, ó sì lọ dùbúlẹ̀.	Jọ̀ọ́nú mu oògùn ṇọ́ọ̀, ó sì lọ da ìbú lé ilẹ̀.
dùbúlẹ̀:	" " " " "	
	Mo ní kó o mo 'ògùn 'yí, kó o sì dùbúlẹ̀.	* Mo ní kí o mu oògùn èyí, kí o sì da ìbú lé ilẹ̀.
	Mo 'ògùn 'yí, (kó o) má sì já+de rárá.	* Mu oògùn èyí (kí o) máà si já òde rárá.

M-2

A	B	C
àti:	Ó s' ẹja àt' ẹyin.	Ó se ẹja àti ẹyin.
	Ó j' ẹja àt' ẹyin.	" jẹ " " "
	Ó ra bàtà àt' àkpò.	Ó ra bàtà àti àkpò.
iyọ̀:	Ó ń ta 'yọ̀ àti ṣúgà.	Ó ń ta iyọ̀ àti ṣúgà.
ṣúgà:	" " "	" "

C-1

Kí l' ó ní kí Jọ̀ọ́nú ṣe?

Ó ní k' ó mu ______________, k' ó sì ____________________.

C-2

Kí ni Jọ̀ọ́nú mu?

Jọ̀ọ́nú mu __________________ àt' omi.

[sì, clause conjunction, always comes directly after the subject of the conjoined clause]

CYCLE 169

M-1

A	B
which/who:	This is the doctor who examined my ears.
	That's the store from which I bought the medicine.
look:	Look at the man who sold the medicine.
man:	" " "
woman:	This is the woman I saw here yesterday.

M-2

A	B
what:	Did you hear what I said?
be known:	He's known as John.

C-1

What's the name of the doctor who examined your ____________________?
(part of the body)

His name is ____________________.

C-2

What's the name of the medicine he gave you?

The medicine is known as ____________________.

Ẹ̀KỌ́ 169

M-1

A	B	C
ti:	Dókítà t' ó yẹ 'tí ìmi wò nì 'yí.	Dókítà tí ó yẹ etí èmi wò ni èyí.
	Ṣọ́ọ̀bù tí mo ti r' oògùn nọ́ọ̀ nì 'yẹn.	Ṣọ́ọ̀bú tí mo tí ra oògùn nọ́ọ̀ ni ìyẹn.
wò:	W' ọkùnrin t' ó t' oògùn nọ́ọ̀.	Wo ọkùnrin tí ǒ ta oógún nọ́ọ̀.
ọkùnrin:	" " "	" " "
obìnrin:	Obinrin tí mo rí ḿ 'bí lá +nọ́ nì 'yí.	Obìnrin tí mo rí ní ibí ni ànọ́ ni èyí.

M-2

A	B	C
ohun:	Ǹjó o gbó 'hun tí mo wí?	Ǹjẹ́ ọ gbọ́ ohun tí mo wí?
n̄ǹkọn:	" " gbọ́ 'ǹkọn tí mo sọ?	*Ǹjẹ́ " " ohun ìkọn tí mo sọ?
wọ́n ń kpè:	Wọ́n ń kpè é ní Jọ̀ọ́nú.	Wọn´ ń kpè é ní Jọ̀ọ́nú.

C-1

Kí l' orúkọ dókítà t' ó yẹ ________ rẹ wò?

__________ l' orúkọ rẹ̀.

C-2

Kí l' orúko ' ògùn t' ó fún ẹ?

Oògùn nọ́ọ̀ ni wọ́n ń kpè ní ____________________.

[Notice that, unlike the relative pronoun in English, the relative particle in Yoruba is invariant.]

CYCLE 170

M-1

A	B
be a long time:	It was a long time before he arrived here.
	It was a long time before it stopped raining.

M-2

A	B
take a long time:	The book took me a long time to read.
	The work took us a long time to finish.
didn't:	It didn't take you a long time to finish the food.
	It won't be long before the rain stops.

C-1

When did the rain start?

The rain started at ________.
(time)

C-2

Did it rain for long?

Yes, ____________________.
(complete the sentence)

No, ____________________.
(complete the sentence)

ẸKỌ́ 170

M-1

A	B	C
kpẹ́:	Ó kpẹ́ k' ó tó dé 'bí.	Ó kpẹ́ kí ó tó dé ibí.
	Ó kpẹ́ kó +jòó tó dá.	Ó kpẹ́ kí òjòó tó dá.

M-2

A	B	C
kpẹ́:	Ìwé nọ́ọ̀′ kpẹ́ mií kà.	*Ìwé nọ́ọ̀′ kpẹ́ mi kíkà.
	Ìṣẹ́ nọ́ọ̀ kpẹ́ waá kparí.	*Iṣẹ́ nọ́ọ̀ kpẹ́ wa kpíkparí.
kò/ò:	Ońjẹ nọ́ọ̀ ò kpẹ́ ẹẹ́ kparí.	*Ohun jíjẹ nọ́ọ̀ kò kpẹ́ ẹ kpíkparí.
	Òjò ò ní kpẹ́ẹ̣ dá.	Òjò kò ní kpẹ́ dí dá.

C-1

Ń 'gbà 'wo l' òjòó bẹ̀rẹ̀?

______________ l' òjòó bẹ̀rẹ̀.

C-2

Ǹj' ó kpẹ́ẹ̣ dá?

Bẹ́ẹ̀ ni, ____________________.

Ó tì o, _________________________.

CYCLE 171

M-1

A	B
to start:	He has started the book.
	" " " " work.
	School has started.

M-2

A	B
to start to:	He has started to read the book.
	" " " " do the work.
learn:	He " " " learn Yoruba.
speak:	" " " " speak Yoruba.

C-1

Have you started to ______________________ yet?
(perform an activity)

No, I haven't started to _______________________.

C-2

When will you start to _________ it?
(verb)

I'll start to _____ it ______________.
(verb) (time)

ẸKỌ́ 171

M-1

A	B	C
bẹ̀rẹ̀:	Ó ti bẹ̀rẹ̀ ìwé nọ́ọ̀.	Ó ti bẹ̀rẹ̀ ìwé nọ́ọ̀.
	" " bẹ̀rẹ 'ṣẹ́ nọ́ọ̀.	Ó ti bẹ̀rẹ̀ iṣẹ́ nọ́ọ̀.
	Ilé èwé ti bẹ̀rẹ̀.	Ilé ìwé ti bẹ̀rẹ̀.

M-2

A	B	C
bẹ̀rẹ̀ síí:	Ó ti bẹ̀rẹ̀ síí kà 'wé nọ́ọ̀.	*Ó ti bẹ̀rẹ̀ sí kíka ìwé nọ́ọ̀.
	" " " " ṣ' iṣẹ́ nọ́ọ̀.	*" " " " ṣíṣe iṣẹ́ nọ́ọ̀.
kọ́:	" " " " kọ́ yoòbá.	*" " " " kíkọ́ Yorùbá.
sọ:	" " " " sọ "	*" " " " sísọ "

C-1

Ǹjó o ti bẹ̀rẹ̀ síí __________ ?

Ó ti o, ñ ò tíì bẹ̀rẹ̀ síí __________ .

C-2

Ń 'gbà 'wo l'o máa bẹ̀rẹ̀ síí ______ ?

__________ ni mo máa bẹ̀rẹ̀ síí ______ .

CYCLE 172

Have the trainees in teams of two prepare and present in class dialogues dealing with any topics of their own choosing. Help them out with vocabulary problems; that is, with expressing in Yoruba any concepts or ideas which have not been previously introduced in this book.

Encourage them to use all the sentence structures they have already learned. See that none of these sentence structures is being deliberately avoided. And in this connection, whenever you feel it is necessary, briefly review any of the cycles already done.

For each subsequent Yoruba class have at least one pair of trainees present a dialogue, or have at least one trainee present a talk on any topic of his or her own choosing. Encourage class discussion (in Yoruba) at the end of each such talk.

CYCLE 173

The following connected Yoruba passages are for class reading. Unfamiliar words and phrases are glossed at the end of each passage. The majority of the constructions used in these passages are the same as those which the trainees have already encountered in the earlier cycles. Nevertheless, you may still have to explain some of them to the trainees. In addition to giving some grammatical explanations, supply cultural and similar types of explanations wherever you find them necessary.

My. Ayo, who recently became the minister of Health at Ibadan, is from Ikare. He was once a school teacher. In 1954 he contested and won a seat on the Ikare local council. His rise to power began from that date. He became the secretary of the Ikare branch of A.G. in 1955. In 1957 he entered the House of Representatives at Ibadan. He had not served in his capacity as a legislator for long when he was made a minister.

ẸKỌ́ 173

B

Ará àkàrẹ́ l' ọgbẹ́ni Ayọ̀ t' ó di mínísítá ("Minister") ìlera ní +bàdọ̀n lá 'ìkpẹ́ +yí. Iṣẹ́ olùkọ́ l' ó kọ́ ń ṣe. Lọ́ 'dún¯ 1954 ó bá wọn du ikpò aṣofin fún ìjọba àbílẹ̀ Ìkàrẹ́, ó sì wọ 'lé. Àt' ìgbà 'yẹn l' ó ti bẹ̀rẹ̀ síí g' òke. Ó d' akọ̀wé ẹgbẹ́ẹ Éé Jiì ("A.G.") Ìkàrẹ́ lọ́ 'dún¯ 1955. Ní 1957 ńkọ́, ó d' aṣòfin ní 'lé ìgbìmọ̀ àwọn aṣòfin ḿ 'bàdọ̀n. Kò kpẹ́ kpúkpọ̀ lẹ́ 'nuu 'ṣẹ́ ẹ̀yẹn ń 'gbà tọ́n sọ́n ọ́ di mínísítà.

C

Arà Ìkàrẹ ni ọ̀gbẹ́ni Ayọ̀ tí ó di mínísítà ("Minister") ìlera ní Ìbàdọ̀n ní àìkpẹ́ ẹ̀yí. Iṣẹ́ olùkọ́ ni ó kọ́kọ́ ń ṣe. Ní ọdún¯ 1954 ó bá wọn du ikpọ̀ aṣòfin fún ìjọba ìbílẹ̀

ẸKỌ́ 173

Ìkàrẹ́, ó sì wọ ilé. Àti ìgbà ìyẹn ni ó ti bẹ̀rẹ̀ sí gígun òkè. Ó di àkọwé ẹgbẹ́e Ée Jìì ("A.G.") Ìkàrẹ́ ní ọdún¯ 1955. Ní 1957 ńkọ́, ó di aṣòfin ní ilé ìgbìmọ̀ àwọn aṣòfin ní Ìbàdọ̀n. Kò kpẹ́ kpúkpọ̀ ní ẹnu iṣẹ́ ìyẹn ní ìgbà tí wọn′ sọ ọ́ di mínísítà.

dì (v)	to become
ìlera (n)	health
nì àìkpẹ́ èyí (prep. phr.)	recently
kọ́kọ́ (adv)	initially, at first
dù (v)	to contest
ikpò (n)	a seat
aṣòfin (n)	legislator
fún (prep)	for
ìjọba (n)	government
ìbílẹ̀ (adj)	local
òkè (n)	up
akọ̀wé (n)	secretary
ẹgbẹ́ (n)	party
ìgbìmọ̀ (n)	council
kpúkpọ̀ (adv)	much, very
ní ẹnu iṣẹ́ (prep. phr.)	at a post
ṣo...dì (v)	to make, to appoint

Note: The grammatical terms v for verb, n for noun, adv for adverb, prep. for preposition and prep. phr. for prepositional phrase, apply to Yoruba words only and not necessarily to their English equivalents as well.

CYCLE 174

Dear Mom,

I just want to drop you a few lines to say that I arrived here safely. There are lots of differences between this country and ours: The food's different, the houses are different, and the customs and practices are completely different. But what really gets you is their cold weather. You could very easily freeze to death in it.

Write soon!

Love,
John

Ẹ̀KỌ́ 174

B

Ìyá àmi ọwọ́n,

Mo ṣáà ní kí ñ kọ̀ 'wé kékeré èyí lá+ti fi ṣọ fún⁻ yín kpé àlfíà ni mo dé 'bí. Ilẹ̀ 'yí yàtọ̀ lọ́kpọ̀lọkpọ̀ sí tiwa. Oúnjẹ wọ́n yàtọ̀. Ilé èwọ́n yàtọ̀, bẹ́ẹ̀ n' ìṣesi iwọ́n sì yàtọ̀ kpátákpátá gbáà sí tiwa. Sùgbọ́n èyí t' ó burú jù ń' núu gbogbo rẹ̀ ni kpé òtútù ilẹ̀ ẹwọ́n lè dì 'yọ̀n lé 'tí.

Ẹ tètè kọ̀ 'wé sí mi.

Emi l' ọmọ 'yín ní t' òótọ́,
Òjó

ẸKỌ 174

C

Ìyá emi ọ̀wọ́n,

Mo ṣáà ní kí èmíí kọ ìwé kékeré èyí láàti fi sọ fun̄ yín kpé àláfíà ni mo dé ibí. Ìlẹ̀ èyí yàtọ̀ ní ọ̀kpọ̀lọ́ọ̀kpọ̀ sí ti iwa. Ohun jíjẹ iwọn′ yàtọ̀. Ilé iwọn yàtọ̀ bẹ̀ẹ̀ ni ìṣesí iwọn′ sí yàtọ̀ kpátákpátá gbáà sí ti iwa. Ṣugbọ́n èyí tí ó burú jù ni inú̄ gbogbo irẹ̀ ni kpé òtútù ilẹ̀ iwon′ lè di èniyọ̀n ní eti.

Ẹ tètè kọ ìwé sí mi.

Èmi ni ọmọ iyín ní ti òtitọ̀,

Òjó

ṣáà (adv)	just, merely
àláfíà (n)	safety
yàtọ̀ (v)	be different
ní ọ̀kpọ̀lọ́ọ̀kpọ̀ (prep. phr.)	greatly
ìṣesí (n)	manner, customs, usages
kpátákpátá gbáà (adv)	completely
burú (v)	be bad
òtútù (n)	cold
di...ní etí (v)	to deafen
tètè (adv)	soon
òtítọ́ (n)	truth

CYCLE 175

Rainfall is usually heavy in this locality. As a rule, it doesn't rain in the morning, but towards the afternoon, rain clouds begin to form and very soon after that rain begins to fall. However, the showers are usually brief.

At the height of the rainy season, the showers are usually not accompanied by much thunder activity. However, towards the end of the season, that is, in the months of September and October, each shower is accompanied by some thunder activity.

ẸKỌ́ 175

B

òjò obí ìyí máa ń kpọ̀. Òjò kìí sábàá rọ̀ lá àárọ̀, ṣùgbọ́n t' ó bá ti ń d' ọwọ́ ọ̀sọ́n, ìgbà 'yẹn l' òjòó máa ḿ bẹrẹ̀ síí ṣú. Lá 'ìkpẹ́ sí i, òjà áá sì bẹ̀rẹ̀ síí rọ̀. Kìí kpẹ́ẹ́ dá ṣáá.

Lá àárin àkókò òjò, ààrá kìí sọ́n kpúkpọ̀. Ṣùgbọ́n t' ó bá ti ń d' ìkpari àkókò òjò--ìyẹn ni ñǹkọn bí oṣù 'kẹ́+sọ́n àt' ìkẹ́+wá ọdún--ìgbà 'yẹn l' ààrá máa ḿ bẹ̀rẹ̀ síí sọ́n ní +gbàkí+gbà tó +jòó bá ń rọ̀.

C

Òjò ibí èyí máa ń kpọ̀. Òjò kò ń sábì rírọ̀ ní òwúrọ̀, ṣùgbọ́n tí ó bá ti ń di ọwọ́ ọ̀sọ́n, ní ìgbà ìyẹn ni òjòó máa ń bẹ̀rẹ̀ sí ṣíṣú. Ní àìkpẹ́ sí i, òjò áá sì bẹ̀rẹ̀ sí rírọ̀. Kò ń kpẹ́ dídá ṣáá.

Ní àrínrín àkókò òjò, àrìrá kò ń sọ́n kpúkpọ̀. Ṣùgbọ́n tí ó bá tí ń di ìkparí àkókò òjò--ìyen ni ohun ìkọn bí oṣù ìkẹ́ẹ̀sọ́n àti ìkẹ́ẹ̀wá ọdún--ìgbà ìyẹn ni àrìrá máa ń bẹ̀rẹ̀ sí sísọ́n ní ìgbàkíìgbà tí òjòó bá ń rọ̀.

Ẹ̀KỌ́ 175

kpọ̀ (v)	to be large in quantity.
sábà (adv)	usually, as a rule
ọwọ́ ọ̀sọ́n (n. phr.)	towards the afternoon
áá (adv)	will, would(future action, habitual action)
ṣáá (sentence particle)	however
ìkparí (n)	end

CYCLE 176

I boarded the plane at Ikẹja. That was my first trip in an airplane. When all the passengers were on board and the doors had been locked, the airplane began to taxi gently forward. At a certain point on the runway it stopped, and its four engines began to roar. Soon after that it burst into a frightening speed. I didn't even know when it took off into the air; I just happened to look out of the window and there, to my great surprise, were houses and roads and palm trees below us. They all looked so small!

Ẹ̀KỌ 176

B

Ìkẹjà ni mo ti w' ọkọ̀ nọ́ọ̀. Ìyẹn n' ìgbà 'kínni tí mo máa w' ọkò òfúrufú Ń 'gbà tí gbogbo èròó ti wọ 'lé, tí wọ́n sì ti kpa 'lẹ̀kùn dé, ọkọ́ nọ́ọ̀ bẹ̀rẹ̀ síí rọra rìn lọ. Ń 'gbà t' ó dè 'bì 'kọn, ó dá dúró, àwọn ẹ̀rọ̀ 'rẹ̀ mẹ́+rẹ̀nrin´sì bẹ̀rẹ̀ síí dún, tí wọ́n ḿ bú ramúramù. Kò kpẹ́ lẹ́ +hìn ìyẹn ń 'gbà tó 'kọ̀ nọ́ọ̀´ k' iré mọ́ 'lẹ̀, t' ó bẹ̀rẹ̀ síí sá'ré, t' ó ń sá'ré. N̄ kò mà tẹẹ̀ mọ̀ 'gbà t' ó gbé 'ra, t' ó bẹ̀rẹ̀ síí fò. Ńṣe ni mo dédé bẹ 'jú wò 'ta tí mo rí 'lé àt' ọ̀nọ̀ àt' igi ọ̀kpẹ ní +sàlẹ̀. Gbogbo wọ́n rí tíńtín.

C

Ìkẹjà ni mo ti wọ ọkọ̀ nọ́ọ̀. Ìyẹn ni igbà ìkínní tí mo máa wọ ọkọ̀ òfúrufú. Ní ìgbà tí gbogbo èròó ti wọ ilé, tí wọn sì ti kpa ilẹ̀kún dé, ọ̀kọ̀ nọ́ọ̀´bẹ̀rẹ̀ sí rírọra rìn lọ. Ní ìgbà tí ó dé ibi ìkọn, ó dá dúró, àwọn ẹ̀rọ̀ irẹ̀ mẹ́ẹ̀rẹ̀nrin´sì bẹ̀rẹ̀ sí ìdún. tí wọn ń bú ramúramù. Kò kpẹ́ ní ẹ̀hìn ìyẹn ní igbà tí ọkọ̀ nọ́ọ̀´ ki iré mọ́ ilẹ̀, tí ó bẹ̀rẹ̀ sí sísá eré, tí ó ń sá eré. Èmi kò mà tilẹ̀ mọ ìgbà tí ó gbé ara, ti ó bẹ̀rẹ̀ sí fífò. Ṣíṣe ni mo dédé bẹ ojú wo ìta tí mo rí ilé àti ọ̀nọ̀ àti igi ọ̀kpẹ ní isàlẹ̀. Gbogbo wọn´rí tíńtín.

Ẹ̀KỌ́ 176

rọra (adv)	gently
rìn (v)	to walk
ibi (n)	place
dá dúró (v. phr.)	to come to a stop
ẹ̀rọ (n)	engines
mẹ́ẹ̀rẹ̀nrin (adj)	all four
dún (v)	to sound
bú (v)	to roar
ramúramù (adv)	greatly
kì...mọ́ ilẹ̀ (v.phr.)	to pounce upon
iré/eré (n)	speed
tilẹ̀ (adv)	even
gbé (v)	to lift
gbé ara (v. phr.)	to take off
fò (v)	to fly
dédé (adv)	happen to...
bẹ ojú wò (v. phr.)	to look at, cast a glance,etc.
ìta (n)	outside
rí (v)	to see
ọ̀kpẹ (n)	the palm tree
ìsàlẹ̀ (n)	below, underneath
rí (v)	to seem
tínńtín (adv)	small, tiny

CYCLE 177

[Refer to Map 4]

John: Which way is it to the Central Bank?

Bob: Why don't you go by taxi?

John: No, I prefer to walk the distance.

Bob: Very well then. This street where we are is known as Bankọle street. Now you just keep going along Bankọle street until it crosses Balogun street. Then turn right and keep going until you reach the intersection between Balogun street and Broad street. This time make a left turn and proceed along Broad street until you've gone past Phoenix Lane. A short distance beyond Phoenix Lane, you will see a tall building in front of you. That's the Central Bank.

ẸKỌ́ 177

B

Òjó: Ẹ jọ̀ọ́, ọ̀nọ sẹ́ńtírá baǹkì ("Central Bank") da?

Dàda: O ò ṣe wọ takisí?

Òjó: Um ùm, ẹsẹ̀ ni mo fẹ́ẹ́ fi ṣà á.

Dàda: Kò burú ń 'gbà 'yẹn. Ibi tá a wà 'yí nọ́ ń kpè ní Bánkọlé. Ìwọ ṣáà máa bọ́ +nọ̀ọ Bánkọ́lé lọ, tító o máa fi já sọ́ +nọ̀ọ Balógun. Tó o bá dẹ̀ ti já sọ́ +nọ̀ọ Balógun, ìwọ yá sọ́ +tún, kó o sì máa rìn lọ tító o máa fi dé 'bi tọ́ +nọ̀ọ Balógun àti Búrọ́dù siriìtìí("Broad street") ti dá 'ra 'wọn kọjá. Yà só +sì ń 'daáyí, ló o si máa bá Búrọ́dù siriìtì lọ tító o máa fi kọjáa Fínísì leènì ("Phoenix Lane"). Tí o bà dẹ̀ ti kọjáa Fínísì leènì, rìn sí 'wájú diẹ̀ sí i. O máa rí 'lé gíga àkọn ń 'wájú ùrẹ. Sẹ́ńtírá baǹki nì 'yẹn.

ẸKỌ 177

C

Òjó: Ẹ jọ̀wọ́, ọ̀nọ̀ọ sẹ́ńtírá bańkì ("Central Bank") dà?

Dàda: O kò ṣe wọ takisí?

Òjó: O tì, ẹsẹ̀ ni mo fẹ́ẹ́ fi ṣà á.

Dàda: Kò burú ni ìgbà ìyẹn. Ibi tí a wà ìwà èyí ni wọn ń kpè ní Bánkọlé. Ìwọ ṣáà máa bá ọ̀nọ̀ọ Bànkọ́lé lọ títí o máa fi já sí ọ̀nọ̀ọ Balógun. Tí o bá dẹ̀ ti já sí ọ̀nọ̀ọ Balógun, íwọ yà sí ọ̀tún, kí o si máa rìn lọ títí o máa fi dé ibi tí ọ̀nọ̀ọ Balógun àti Búrọ́dù siriìtì ("Broad street") ti dá ara iwọn kọjá. Yà sí òsì ni ìdaèyí, kí o si máa bá búrọ́dù siriìtì lọ títí o máa fi kọjáa Fínísì leènì ("Phoenix Lane"). Tí o bá dẹ̀ ti kọjáa Fínísì leènì, rìn sí iwajú díẹ̀ sí i. O máa rí ilé gíga ìkọn ní iwájú ìrẹ. Sẹ́ńtírá bańkì ni ìyẹn.

jọ̀wọ́ (v., intransitive)	please
ṣà (v)	to pick
fi ẹsẹ̀ ṣà á (v. phr., highly colloquial)	go on foot
dá ara kọjá (v. phr.)	to intersect
díẹ̀ (adv)	a little bit
gíga (adj)	tall

CYCLE 178

Once upon a time, there was a king. He had it announced throughout the whole city that he wanted to hear the longest story in the world.

Many people came there (his palace) to try, but their stories weren't long enough. Finally, a man came and began his story as follows:

"Once upon a time, there was a mouse which lived near a barn. The barn was full of grain and this mouse came to steal grain from it every day. Whenever it arrived there, it would take one grain and go away."

The man ended his story at this point for the first day. On the following day, when he arrived, he took the story up from there and said: "Whenever it arrived there, it would again take one grain and go away."

Each day, whenever the man came to the king's palace, he would utter just this one sentence and stop there for the day. At last, the king declared his story to be the longest, and divided the whole of his property in two, giving this man one half of it.

ẸKỌ́ 178

Ní 'jọ̀ ọ̀kọn, ọba àkọ́n wà. Ó ṣe ìfilọ̀ ká+kiri gbogbo òlú kpó +un´fẹ́ẹ́ gbọ́ +tọ̀n t' ó gùn jùlọ lá 'yé.

Ọ̀kpọ̀lọ́+kpè èyọ̀n l'ó wá gb' ìyọ̀njú, ṣùgbọ́n ìtọ̀n¯ 'wọn ò gùn tó.

Ní+kẹhìn,Ọ̀kùnrin`'kọn´wá , ó sì bẹ̀rẹ̀ ìtọn¯'rẹ̀ bá+yí, ó ní: "Ní' jọ́ ọ̀kọn. eku ùkọn ń gbé lẹ́+bá àká ńlá àkọn. Àká àyí sì kún fún ọkà. Ló 'joojúmọ́ l' eku ùyí ń wá jọ́ 'kà ń 'nú àká àyí. T' ó bá dé, áá mú +kọn, áa lọ" Ibí l ' ọkùnrin`'yí f' ìtọn ' rẹ̀ tì sí ní jọ́ ọ̀kinni.Ń' jọ́ ọ̀kejì ńkọ́, ń ' gbà t' ó dé, ó gbé e lá+ti 'bẹ̀, ó ní: "T ' ó bá dé, áá tún mú +kọn, áá tún lọ" Ló ' joojúmọ́, ń 'gbà tọ́ 'kùnrin +yí bá dá 'àfin ọba, kìkì gbólóùn 'kọn+yí+yí nọ́ọ̀ l' ó máa ń sọ t' áá sì simi fún 'jọ́ ọ̀yẹn.

Ń 'gbà t' ó ṣe, ọbá ní +tọ̀n- rẹ̀ l' ó gùn júlọ , ó sì kpín 'lé àt' ọ̀nọ̀-

Ẹ̀KỌ́ 178

rẹ̀ sí mé+jì, ó fọ́n 'kùnrin +yí lá 'kpá àkọn

C

Ní ìjọ́ ìkọn, ọba ìkọn′ wà. Ó ṣe ìfilọ̀ káàkiri gbogbo ìlú kpé òun′ fẹ́ẹ́ gbọ́ ìtọ̀n tí ó gùn jùlọ ní ayé

Ọ̀kpọ̀léọ̀kpọ̀ èniyọ̀n ní ó wá, gba ìyọ̀nú. ṣùgbọ́n ìtọ̀n iwọn kò gùn tó.

Ní ìkẹhìn, ọkùnrin ìkọn′ wá, ó sì bẹ̀rẹ̀ ìtọ̀n irẹ̀ bá èyí, ó ní: "Ní ìjọ́ ìkọn, eku ìkọn ń gbé ní ẹ̀bá àká ńlá (lílá) ìkọn. Àká èyí sì kún fún ọkà. Ní ojoojúmọ́ ni eku èyi ń wá jí ọkà ní inú àká èyí. Tí ó bá dé, áá mú ìkọn, áá lo" Ibí ni ọkùnrin èyí fi ìtọ̀n irẹ̀ tì sí ní ìjọ́ ìkínní. Ní ìjọ́ ìkejì ńkọ́, ní ìgbà tí ó dé, ó gbé e láàti ibẹ̀, ó ní: "Tí ó bá dé, áá tún mú ìkọn áá tún lọ"

Ní ojoojúmọ́, ní ìgbà tí ọkùnrin èyí bá dé ààfin ọba, kìkì gbólóhùn ìkọn eyíeyí ni ó máa ń sọ ti áá sì simi fún ìjọ́ ìyẹn

Ní ìgbà tí ó ṣe, ọbaá ní ìtọ̀n irẹ̀ ni ó gùn jùlọ, ó sì kpín ilé àti ọ̀nọ̀ irẹ̀ sí méèjì, ó fún ọkùnrin èyí ní akpá ìkọn

Ọba (n)	King
ìfilọ̀ (n)	announcement
ṣe ìfilọ̀ (v. phr.)	to make an announcement
káàkiri (prep.)	all over
gbọ́ (v)	hear, listen to
ìtọ̀n (n)	story
gùn (v)	be long
jùlọ (v. phr.)	exceedingly
ayé (n)	the world
ọ̀kpọ̀léọ̀kpọ̀ (adj)	several, many
èniyọ̀n (n)	people, person

Ẹ̀KỌ́ 178

gba ìyọ̀njú (v. phr.)	to make an attempt
tó (adv)	sufficiently
ọkùnrin (n)	man
eku (n)	mouse
àká (n)	barn
ọkà (n)	grain
ojoojúmọ́ (n)	everyday
ní ojoojúmọ́ (prep. phr.)	daily
jí (v)	to steal
mú (v)	to take
áá (adv. future, habitual)	will, would
fi..tì (v. phr.)	to end
gbé (v)	take up
ààfin (n)	palace
kìkì (adj)	only
gbólóhùn (n)	sentence, utterance
sọ (v)	to utter
simi (v)	to rest
kpín (v)	to divide, to share
fún (v)	to give
akpá (n)	portion

CYCLE 179

"When we achieved our independence as a sovereign and independent state, three years ago, many critics doubted our ability to survive and remain united, in view of the divisive forces which plagued our checkered development as a nation. Indeed, we were confronted with a multiplicity of problems arising from our ethnic and language diversities."

ẸKỌ 179

B

Ń' gbà t' a kọ́ d' òmìnira, ìyẹn lọ́ 'dun mẹ́+ta sẹ́ +hìn ń 'sìn 'yí, ọ̀kpọ̀lọ́kpè èyọ̀n l' ó rò kpé a ò lè wà k' a sì máa gbé kpọ̀ ní 'núù 'ṣọ̀kọn, nítoríi gbogba àwọn ohun t' ó yà wá, tí ò sì jẹ́ kí ìdàgbàsó+kè ewa gẹ́gẹ́ bí orílẹ́ èdè 'kọn′ lọ sí 'wájú déédé. Ló òótọ́, a lọ́ +kpọ̀lọ́+kpọ̀ ọ̀ṣòro, awọn` 'ṣòro t' ó dé bá wa nítoríkpé ẹ̀yà 'kọn kọ́ ni gbogbo 'wa, bẹ́ẹ̀ l' èdè ewa ò sì ń ṣe ìkọn ṣoṣo.

C

Ní ìgbà tí a kọ́kọ́di òmìnira, ìyẹn ní ọdún mẹ́ẹ̀ta sí ẹ̀hìn ní ìsìn èyí, ọ̀kpọ̀lọ́kpọ èniyọ̀n ni o rò kpé a kò lè wà kí a sì máa gbé kpọ̀ ní inú ìṣọ̀kọn nítoríi gbogbo àwọn ohun tí ó yà wá, tí kò sì jẹ́ kí idàgbasóòkè iwa gẹ́gẹ́ bí orílẹ̀ èdè ìkọn′lọ sí iwájú déédé. Ní òtítọ́, a ní ọ̀kpọ̀léọ̀kpọ̀ ìṣòro, àwọn ìṣòro tí ó dé bá wa nítoríkpé ẹ̀yà ìkọn kọ́ ni gbogbo iwa, bẹ́ẹ̀ ni èdè iwa kò sì ń ṣe ìkọn ṣoṣo.

òmìnira (n)	independent
sí ẹ̀hìn (prep. phr.)	ago
rò (v)	to think
wà (v)	to exist

Ẹ̀KỌ́ 179

kpọ̀ (adv)	together
ìṣọ̀kọn (n)	unity
nítorí (prep)	because, on account of
ohun (n)	things
yà (v)	divide, separate
jẹ́ (v)	allow, permit
ìdàgbasóòke (n)	development, growth
gẹ̀gẹ̀ bí (conj)	as, like
orílẹ̀ èdè (n)	nation
déédé (adv)	well
ìṣòro (n)	problems
dé bá (v. phr.)	to befall
nítoṛíkpé (conj)	because
ẹ̀yà (n)	ethnic group
èdè (n)	language
ṣoṣo (adv)	only

CYCLE 180

"In health matters, commendable effort is being made in many areas. An experimental drug manufacturing laboratory has been opened in Yaba and, during 1962, it manufactured at least 16 different kinds of drugs which are in common use. One of these, dapsone, is specifically used for the treatment of leprosy. We now manufacture all the requirements of the Federal Medical Service of intravenous solutions, ..."

Ẹ̀KỌ́ 180

B

Ń 'nú àwọn ohun t' ó jẹ mọ́ ti ìlera,a ń s' akpá awa gidigidi lọ́+nọ̀ kpúkpọ̀. A ti ṣí 'lẹ́ ẹ̀rọ ọ̀kọn fún oógùn ṣiṣe ní Yá+bá. Lá àárin ọdún¯ 1962, ilẹ́ ẹ̀rọ ọ̀yí ṣe tó oríṣirí+ṣi oògùn mẹ́+rìndinlógun tí gbogbe èyọ̀n ń lọ̀ . Ìkọn ń 'nú àwọn oògùn wọ̀nyí,tí wọ́n ń kpà ní dápúsonì ("Dapsone"), ni wọ́n fi ń tọ́jú àwọn adẹ́+tẹ̀. Gbogbo ọ̀gùn abẹ́rẹ́ tá +wọn tí ń ṣ' èto ìlera fún ìjọba àkpakpọ̀ ilẹ́ ẹ̀wa ń lò l' a ń ṣe ń sìn'yi.

C

Ní inú àwọn ohun tí ó jẹ mọ́ ti ìlera, a ń ṣa akpá iwa gidigidi ní ọ̀nọ̀ kpúkpọ̀. A ti ṣí ilé ẹ̀rọ ìkọn fún oògùn ṣíṣe´ ní Yáàbá. Ní àárín odún¯ 1962, ilé ẹ̀rọ ẹ̀yí ṣe tó oríṣiríìṣi oògùn mẹ́ẹ̀rìndínlógún tí gbogbo ènìyọ̀n ń lò. Ìkọn ní inú àwọn oògùn wọ̀nyí, tí wọn ń kpè ní dàpúsónì ("Dapsone"), ni wọn´fi ń tọ́jú àwọn adẹ́ẹ̀tẹ̀. Gbogbo oògùn abẹ́rẹ́ tí àwọn ti ó ń ṣe èto ìlera fún ijọba àkpakpọ̀ ilẹ̀ iwa ń lò ni a ń ṣe ni ìsin èyí.

Ẹ̀KỌ́ 180

jẹ mọ́...	(v. phr.)	to deal with, concern
sa akpá	(v. phr.)	to try, make efforts
gidigidi	(adv.)	greatly
sí	(v)	open
ilé ẹ̀rọ	(n. phr.)	factory, laboratory, etc.
oògùn	(n)	medicine
wọ̀nyí	(adj.)	these
tọ́jú	(v. phr.)	to take care of, to treat
adẹ́ẹ̀tẹ̀	(n)	a leprosy patient
abẹ́rẹ́	(n)	a syringe
ètò	(n)	arrangement, affair
ìjọba àkpakpọ̀	(n. phr.)	the federal government
ṣe	(v)	to produce, manufacture

CYCLE 181

"In our policy towards African states we have always played the role of a good neighbor. We have given human and economic aid to independent African countries without any strings attached. We are determined that our independence should be used to enthrone justice, understanding and cooperation throughout our historic continent. Thus our foreign policy, particularly in pursuance of African unity, has been based on closer cooperation in the social, cultural and economic fields."

Ẹ̀KỌ́ 181

B

Ń'nú àwọn ohun t' ó jẹ mọ́ tí àwọn orílẹ̀ ède ilẹ̀ Aáfíríkà, àṣà awa ni lá+ti jẹ́ olùbágbé àtàtà fún wọn. A ti f' owó àt' èyọ̀n rọn àwọn orílẹ̀ ède Aáfíríkà t' ó ti d' òmìnira lọ́ 'wọ́ lá 'ìretí ẹ̀sọn` 'kọ̀nkọn lá+t'ọdọ̀ wọn. Ìkpinnu¯ wa ni lá+ti fi òminira 'wa fa ìlọsí'wájó òdodo, ìmọ̀'kọn, àt' ìsowọ́kpọ̀ lá +yíkáa gbogbo orílẹ̀ èdè ewa, ilẹ̀ oló+kìkí. Ìdi irẹ nì 'yí t' ó fi jẹ́ kpé ń 'nu àwọn ohun t' ó jẹ mọ́ ti àwọn orílẹ̀ èdè 'mírọ̀n, kpàákpàá ń 'nú àwọn ohun t' ó jẹ mọ́ ti ìṣọ̀kọn ní 'lẹ̀ Aáfíríkà, àṣà awa ni lá+ti bá àwọn` 'yókù s' iṣẹ́ kpọ̀ fún àǹfààní àwọn èyọ̀n¯ 'wa, àwọn àṣà awa, àt' àwọn ìdáwọ́lé ewa gbogbo.

C

Ní inú àwọn ohun tí ó jẹ mọ́ ti àwọn orílẹ̀ èdè ilẹ̀ Aáfíríkà, àṣà iwa ni láàti jẹ́ olùbágbé àtàtà fún wọn. A ti fi owó àti èniyọ̀n rọn àwọn orílẹ̀ èdé ilẹ̀ Aáfíríkà tí ó ti di òmìnira ní ọwọ́ ní àiretí ẹ̀sọn ìkọ̀nkọn láàti ọ̀dọ̀ iwọn. Ìkpinnu iwa ni láàti fi òmìnira iwa fa ilọsíiwájú òdodo, ìmọ̀ ìkọn, àti ìsoọwọ́kpọ̀ ní àyíká gbogbo orílẹ̀ èdè iwa, ilẹ̀ oní òkìkí. Ìdí irẹ̀ ni èyí tí ó fi jẹ́ kpé ní

ÈKỌ́ 181

inú àwọn ohun ti ó jẹ mọ́ tí àwọn orílẹ̀ èdè ìmírọ̀n, kpàákpàá ní inú àwọn ohun tí ó jẹ mọ́ ti ìṣeọ̀kọn ní ilẹ̀ Aáfíríkà, àṣà iwa ni láàti bá àwọn ìyókù ṣe iṣẹ́ kpọ̀ fún àǹfààní àwọn ènìyọ̀n iwa, àwọn àṣà iwa, àti àwọn ìdáọwọ́lé iwa gbogbo.

àṣà (n)	practice, custom
jẹ́ (v)	to be
olùbágbé (n)	neighbor
àtàtà (adj)	genuine, good
rọ̀n...ní ọwọ́ (v. phr.)	to aid, help
retí (v. phr.)	to expect
ẹ̀sọn (n)	back payment
ìkọ̀nkọn (adj)	any
ìkpinnu (n)	determination
fà (v)	bring about
ìlọsíwájú (n)	progress
òdodo (n)	justice
ìmọ̀kọn (n)	understanding
ìsowọ́kpọ̀ (n)	cooperation
àyíká (n)	the surroundings
olóòkìkí (n)	famous, historical
òkìkí (n)	fame
ìdí (n)	the cause
kpàákpàá (particle)	particularly
ìyókù (n)	the rest
àǹfààní (n)	the good, benefit
ìdáwọ́lé (n)	an undertaking

CYCLE 182

"In the language of a Nigerian intellectual, we are dedicated to fending for the common man: to insure that a good system of education is readily available to his children; to provide him with adequate health service; to secure as much as possible employment for all who are employable; to pay adequate wages and salaries as are compatible with our national economy; to guarantee the liberty to vote for the candidates of his choice; and to crystalize one citizenship."

ÈKỌ́ 182

Gẹ́gẹ́ bọ́ +jọ̀gbọ́n ìbílẹ̀ 'kọn´ ti wí, ọ̀rọ̀n àwọn tálákà l' a fi ṣe ṣíṣe: ọ̀rọ̀n kpé ká +wọn ọmọ 'wọn´ba lè rá 'yè àti kẹ́ +kọ́ àtàtà; ọ̀rọn kpé kí wọn ba lè máa j' àǹfààní àti tọ́jú ara 'wọn gẹ́gẹ́ b' ó ti tọ́ ní+gbà àìlera; ọ̀rọ̀n kpé, t' ó bá ṣeé ṣe, ká wá 'ṣẹ́ fún gbogbo àwọn t' ó lè ṣ' iṣẹ́; ọ̀rọ̀n kpé ká sọn ' wó oṣẹ́ lọ́ +nọ̀ ti óò ṣ´àwọn oṣìṣẹ́ àti gbogbo orílẹ̀ èdè ewa lá 'ǹfààní; ọ̀rọ̀n kpé ká ṣ' ọ̀nọ̀ kí wọ́n ba lè máa d'ìbò gẹ́gẹ́ bí ìfẹ́ ẹnúu 'wọn; àt' ọ̀rọ̀n kpé ká f'imọ̀ ṣ' ọ̀kọn, ká sì ya orílẹ̀ èdè 'kọn ṣoṣo.

C

Gẹ́gẹ́ bí ọ̀jọ̀gbọ́n ìbílẹ̀ ìkọn´ ti wí, ọ̀rọ̀n àwọn tálákà ni a fi ṣe ṣíṣe: ọ̀rọ̀n¯ kpé kí àwọn ọmọ iwọn´ba lè rí àyè àti kọ́ èkọ́ àtàtà; ọ̀rọ̀n kpé kí wọn´ ba lè máa jẹ àǹfààní àti tọ́jú ara iwọn gẹ́gẹ́ bí ó ti tọ́ ní ìgbà àìlera; ọ̀rọn kpé, tí ó bá ṣe ṣíṣe, kí a wá ìṣẹ́ fún gbogbo áwọn tí ó lè ṣe iṣẹ́; ọ̀rọn¯ kpé kí a sọn owó iṣẹ́ ní ọ̀nọ̀ tí yóò ṣe àwọn òṣìṣé àti gbogbo orílẹ̀ èdè iwa ni àǹfààni; ọ̀rọn¯ kpé kí a ṣe ọ̀nọ̀ kí wọn´ ba lè máa di ìbò gẹ́gẹ́ bi ìfẹ́ inú iwọn; àti ọ̀rọn¯ kpé kí a fi ìmọ̀ ṣe ọ̀kọn, kí a sì ya orílẹ̀ èdè ìkọn ṣoṣo.

Ẹ̀KỌ́ 182

ọ̀jọ̀gbọ́n	(n)	intellectual
ibílẹ̀	(adj.)	indigenous
wí	(v.)	to say
ọ̀rọ̀n	(n)	affairs
tálákà	(n)	common man, poor man
ṣíṣe	(n)	responsibility, concern
kí...ba	(conj.)	so that... ..may
rí àyè	(n. phr.)	have the opportunity
jẹ àǹfààní	(v. phr.)	enjoy the advantages
àìlera	(n)	ill-health
ṣe ṣíṣe	(v. phr.)	be possible
sọn	(v)	to pay
yóò	(adv. future)	will
ṣe...ní àǹfààní	(v. phr.)	to benefit
ṣe ọ̀nọ̀ kí....ba	(v. phr.)	make it possible that...may
di ìbò	(v. phr.)	to vote
ìfẹ́ inú	(n. phr.)	desire
ìmọ̀	(n)	thoughts
fi ìmọ̀ ṣe ọ̀kọn	(v. phr.)	to unite, be unanimous
yà	(v)	to become